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ABSTRACT

These quarterly bulletins provide brief annotations for tests recently acquired by the Educational Testing Service Test Collection. The tests are grouped into these categories: (1) achievement, (2) aptitude, (3) personality, interest, attitudes, and opinions, (4) sensory-motor and miscellaneous categories. Entries of particular interest to those working with children from birth to age nine are designated. Additional information includes test announcements, test reviews, new references (annotated), new publisher listings, and addresses of organizations and publishers mentioned in these bulletins. A complete index to Volume 11 is included. (MV)

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Pamela Rosen, Editor
Vol. 11, No. 1

January 1977

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •.

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin*, readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 11-13. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents are published in *Resources in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule.

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Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

ACT Proficiency Examination Program; c1963-Present; Adults; The American College Testing Program.

This program makes available nationwide examinations developed by the University of the State of New York for use in its College Proficiency and Regents External Degree Programs. PEP is designed to assist postsecondary institutions grant college credit by examination, waive course or area requirements, or place students at appropriate levels. The program consists of 47 examinations in the areas of Arts and Sciences, Criminal Justice, Business, Education, Health, and Nursing.

Accounting, Level I—Questions in this examination are based on accounting concepts, principles, and procedures; techniques of recording, analyzing, and summarizing financial data; and the interpretation and reporting of financial results.

Accounting, Level II—The examinee must demonstrate knowledge of financial accounting concepts, terminology and theory; the ability to solve financial and cost accounting problems; and the ability to prepare financial budgets and statements.

Accounting, Level III, Area I—This examination covers business law and federal income taxation. Questions in business law involve its application and interpretation in specific situations. Federal income taxation questions deal with taxable income, deductions, exemptions, and income tax as applied to individuals, corporations, and partnerships.

Accounting, Level III, Area II—This examination includes essay questions on auditing (generally accepted standards, auditing programs and procedures, the auditor's report, and professional ethics and responsibility), and cost analysis (cost accounting, responsibility accounting, quantitative methods of cost analysis, types of costs, capital budgets, and special costing analyses).

Accounting, Level III, Area III—The essay questions in this examination deal with advanced accounting theory, including income concepts, valuation bases, measurements, and other issues covered by the professional literature. They also deal with special problems involving the application of accounting procedures and principles to situations involving various types of business organizations, estates, trusts, funds, and financial statements.

Adult Nursing—The examinee must demonstrate knowledge of adult health continuum; understanding of the interrelationships among physiological, psychological, and sociological responses required for nursing diagnosis and therapy implementation; ability to apply nursing principles in the maintenance of good health as well as in crisis situations; and the ability to assess, identify, and intervene as these procedures apply to the nursing process.

African and Afro-American History—This test covers African history from earliest civilization to the present, including geographic and climatic features, cultures, political structures, and civilizations; and Afro-American history from the fifteenth century to the present, including the experiences of Afro-Americans in this country and their contributions to culture and science. The examination requires the ability to use and interpret graphic materials.

American Literature: The Beginnings to the Civil War—This examination covers the period from the beginning of the 18th century through the first half of the 19th century. Questions are based on specific works of selected major and minor authors, historical and biographical facts, literary terminology, and the relationships among the works of a given author and among the works of different authors.

American Literature: The Civil War to the Present—This test requires the examinee to demonstrate knowledge of details of given works, historic and biographical facts, terminology and principles of prosody; ability to analyze and interpret techniques of given authors, relationships between different works or parts of a single work by a given author, and relationships between authors of a given literary period and between authors of different periods; and ability to present an organized and grammatically correct defense of his critical judgment of works he has read. It covers the period from the latter half of the 19th century to the present.

Anatomy and Physiology—This examination covers basic anatomical terminology and facts, physiological concepts and principles, and the structure and functions of body cells, tissues, organs, and systems.

Business Strategy and Environment—The examination consists of essay and objective questions based upon the relationship between a manager and his environment, the formulation of corporate policy and strategy, and the integration of facts from these two areas.

Commonalities in Nursing Care, Area I—The examination covers nursing problems and nursing care as they are related to the comfort, rest, and activity of man; nutrition; elimination; and skin and mucous membranes. Knowledge and understanding of technical vocabulary, anatomy, physiology, and pharmacology is assumed.

Commonalities in Nursing Care, Area II—The test deals with nursing problems and nursing care as they are related to fluid and electrolyte balance, asepsis, communication, interpersonal relations, safe environment, and oxygenation. Knowledge and understanding of technical vocabulary, anatomy, physiology, and pharmacology is assumed.

Corrective and Remedial Instruction in Reading—The examination covers the following aspects of teaching reading: terminology, approaches to reading, phonics principles, instructional materials and other resources; the role of various supportive adults; the referral process; application of planning and implementation procedures to the abilities and needs of children in specific educational settings; contributions and

limitations of various instructional or assessment instruments or approaches; and alternative instructional strategies.

Criminal Investigation—The test covers the history of criminal investigation, the role of the investigator, and the elements and techniques of investigation.

Differences in Nursing Care, Area I—The test deals with diseases and health care problems of children and adults encountered in clinical situations. The specific fields of oxygenation and cell growth are included. Knowledge of anatomy, physiology, pharmacology, and nutrition is assumed.

Differences in Nursing Care, Area II—The questions are based on nursing content related to diseases and health care problems of children and adults encountered in clinical situations, including the specific fields of behavioral responses and body secretions. Knowledge of anatomy, physiology, pharmacology, and nutrition is assumed.

Differences in Nursing Care, Area III—The examination is concerned with diseases and health care problems of children and adults encountered in clinical situations, including the specific fields of infectious process, tissue trauma, and the neuromuscular network. Knowledge of anatomy, physiology, pharmacology, and nutrition is assumed.

Earth Science—Questions in this examination include the areas of astronomy, geology, meterology, and oceanography and are based on their interrelationships and man's interaction with the earth, the atmosphere, and the oceans. The test requires the ability to read charts, manipulate data, and understand the operation of scientific instruments.

Educational Psychology—The examination covers terminology, concepts, theories, and principles in the following areas: individual growth and development, learning and instruction; the influence of social, cultural, and environmental factors; and measurement.

Finance, Level I—The test deals with concepts, definitions, and terminology in the areas of money and banking and corporate finance. Knowledge of economic concepts and principles is assumed.

Finance, Level II—The test includes the areas of corporation finance, security analysis and portfolio management, and financial institutions and markets. Questions are based on facts and concepts and their relationships, the analysis of given situations, and the solution of problems.

Finance, Level III—This examination consists of essay questions divided into two parts. Part I includes the areas of advanced corporation finance, security analysis, and portfolio management. Part II covers financial institutions and markets.

Freshman English—Questions in this test are based on specific works of fiction (short story and novel), nonfiction (essay and autobiography), drama, and poetry. They cover literary terminology, nature and characteristics of the various genres and their relationships to content, and the concepts of prosody. The test requires the ability to write a good composition.

Fundamentals of Nursing—The examination covers terminology, facts, principles, and trends in the areas of nursing process, nursing practice, basic human needs, and nursing intervention.

Health I—Personal Health, Physical Aspects—The examination covers the following areas: health status, nutrition, dental health, senses, the individual's role in disease prevention, securing health services and protection, and the individual's role in first aid and safety.

Health II—Social and Emotional Aspects of Personal Health—The examination is concerned with terminology, facts, concepts, and principles in the areas of drug use and abuse, human sexuality, mental and emotional health, human growth and development, marriage and the family, human relations, and group dynamics.

Health III—Public and Environmental Health—Terminology, facts, concepts, principles, and procedures in the areas of community and world health, environmental health, consumer health, disease prevention, and problems of the aged are covered by this examination.

History of American Education—Questions in this examination are based on the influence of English-European heritage on American education, important events in the development of American education, the influence of those events on contemporary policy and practice, and the relationships between education and various social factors.

Introduction to Criminal Justice—The examination includes questions concerning the terminology, classifications, trends, and theories of criminal justice; the roles of the police, the courts, and correctional institutions; their interrelations; and the historical development of the criminal justice system.

Management of Human Resources, Level I—The examination covers facts, terminology, concepts, and theories in the area of human relations as applied to individual and group behavior, organization dynamics, functions of management, and the development of management thought.

Management of Human Resources, Level II—Questions in this examination are based on factual material applied to given situations in the areas of management theories related to management practice, functions of management, organization dynamics, individual and group behavior, and personnel administration and labor relations.

Management of Human Resources, Level III—This examination requires the application of knowledge and problem-solving skills to specific situations in the areas of evolution of management thought, functions of management, individual and group behavior, and organization dynamics.

Marketing, Level I—The examination deals with definitions, terminology, and basic principles in the areas of marketing management and analysis, products, pricing, promotion, distribution, and legal and social issues.

Marketing, Level II—The examination requires the application of factual material to given situations in the areas of marketing research, consumer behavior, marketing communications, and distribution.

Marketing, Level III—Questions in this examination are based on the economic, cultural, psychological, and social characteristics of industrial and consumer markets. The following areas are included: evolution of marketing and marketing policy, management, strategies, and procedures.

Maternal and Child Nursing: Associate Degree—The examination covers terminology, facts, principles, theories, and trends in the areas of nutrition, pharmacology, familial interrelation-

ships, pregnancy periods, and child care and development from birth through adolescence.

Maternal and Child Nursing: Baccalaureate Degree—Questions in this examination are based on the physiology and pathophysiology of maternal and child nursing, the theoretical framework of family functioning, and the application of the nursing process to practical situations.

Nursing Health Care—This examination deals with the basic concepts in health and the interrelationships of the psychosocial and cultural factors that affect health. Emphasis is placed on the health continuum, the health care delivery system, and factors influencing common health deviations as these apply to and influence the practice of nursing.

Occupational Strategy (Nursing)—The examination is concerned with the role and functions of the technical nurse, including the following specific areas: interdisciplinary health team, nursing team, licensure and other legal guidelines governing nursing practice, nursing organizations, and ethical and educational aspects of nursing practice.

Operations Management, Level I—This examination is based on definitions and terminology in the areas of production management and management science. Some questions involve an understanding of vectors and matrices, integral and differential calculus, and descriptive and inferential statistics.

Operations Management, Level II—This examination is concerned with the concepts and techniques of operations management and involves the solution of typical problems encountered in the field. Areas covered include: production system design, forecasting techniques, production planning, quality control, inventory management, queuing, and statistical decision making.

Operations Management, Level III—The examination requires application of knowledge and concepts to given situations involving such areas as production systems design, forecasting, programming and planning, inventory management, and statistical decision making.

Philosophy of Education—This examination covers the views of knowledge and education held by major philosophers and the terminology and methodology of philosophy as applied to important problems in education.

Psychiatric/Mental Health Nursing—Questions in this examination are based on terminology, principles, and dynamics in the areas of personality development, family development, psychopathology, nursing intervention, and nursing evaluation.

Reading Instruction in the Elementary School—Questions in this examination are concerned with terms, concepts, and methods related to the following areas: assessment, goal setting, materials and methodologies, instruction, evaluation, parental role, and school support.

Shakespeare—The objective and essay questions included in this test are based on specific plays of Shakespeare, their dates, sources, and textual history; the life of Shakespeare; and the customs and conventions of the Elizabethan theatre.

Adult Performance Level Program; c1976; Grade 9-Adults; The American College Testing Program.

The program is concerned with those coping skills and knowledge areas necessary for an individual's functional competency. The APL Survey is designed to diagnose and evaluate those competencies critical to adult functioning in society. It focuses on the application of basic skills (identification of facts and terms, reading, writing, computation, problem solving) in five content areas (community resources, occupational knowledge, consumer education, health, government and law). The survey is available in Adult and High School forms. In-depth tests in the five content areas are being prepared.

CLEP North Carolina Nursing Equivalency Examinations: Anatomy, Physiology, Microbiology; c1976; Adults; College-Level Examination Program.

This test is part of a series designed to measure knowledge of the subject matter covered in the first year of two-year Associate Degree in Nursing programs. It covers basic physiology (air, water, food, elimination, sex) and integrity of the organism.

CLEP North Carolina Nursing Equivalency Examinations: Behavioral Sciences for Nurses; c1976; Adults; College-Level Examination Program.

This test is part of a series designed to measure knowledge of the subject matter covered in the first year of two-year Associate Degree in Nursing programs. It tests general knowledge related to the fields of sociology and psychology. A small sampling of questions from anthropology, education, public health, and other behavioral sciences is included.

CLEP North Carolina Nursing Equivalency Examinations: Fundamentals of Nursing; c1976; Adults; College-Level Examination Program.

This test is part of a series designed to measure knowledge of the subject matter covered in the first year of two-year Associate Degree in Nursing programs. It covers introduction to nursing fundamentals, communication, stress and adaptation, nutrition, rest and comfort, elimination, providing a safe environment, observation and assessment, and special therapeutics.

CLEP North Carolina Nursing Equivalency Examinations: Medical-Surgical Nursing: c1976; Adults; College-Level Examination Program.

This test is part of a series designed to measure knowledge of the subject matter covered in the first year of two-year Associate Degree in Nursing programs. It deals with transport to and from the cells (cardiovascular), exchange of gases (respiratory), immobility (digestive and renal), and aging.

• *California Achievement Tests: 1970 Edition, Spanish Adaptation* by Ray Dutchover and Susan Flores; 1974; Grades 1.5-6; Santa Barbara County Bilingual Project.

This Spanish adaptation of the CAT is available at three levels.

• *Cloze Test* by Robert Bortnick, Ray Dutchover, and Lynne Glasman; 1975; Grades 2-6; Santa Barbara County Bilingual Project.

The Cloze technique is employed to elicit information about a student's understanding of the language and its syntactic and semantic constraints. The test is also used to assess the student's ability to acquire new information from a given piece of written material and to infer reading comprehension levels in both Spanish and English.

• *Criterion Test of Basic Skills* by Keith Lundell, William Brown, and James Evans; c1976; Ages 6-10; Academic Therapy Publications.

The test is designed to provide diagnostic information on the basic reading and arithmetic skills of individual students. The two tests indicate frustration, instructional, and mastery levels in these areas. The reading test covers: letter recognition, letter sounding, blending and sequencing, special sounds, sight words, and letter writing. The arithmetic test covers: numbers and numerals, addition, subtraction, division, multiplication, money measurement, telling time, symbol operation, fractions, and decimals and percents.

• *Diagnostic Skills Battery* by O.F. Anderhalter; c1976; Grades 1-8; Scholastic Testing Service, Inc.

This series of criterion-referenced and norm-referenced test batteries provides both diagnostic and prescriptive information. Each test measures between 30 and 40 objectives per skill area, with two items per objective.

Level 12—The mathematics test covers: Computational Skills (positive whole numbers, other computational processes), Concepts and Problem Solving (numbers and numeration systems, properties, number theory, measurement, nonmetric geometry), and Applications (everyday problems, use of specific concepts). The reading test covers: Word Analysis Skills (discrimination, phonetic analysis-consonants, phonetic analysis-vowels, structural analysis, word recognition), Comprehension (vocabulary in context, literal comprehension, inferential comprehension, critical comprehension), and Study Skills (library and reference skills, organization skills, pictorial and graphic material).

Levels 34-78—The tests at these levels include a language arts test which covers: Capitalization and Punctuation, Usage, Sentence Knowledge, and Composing Process. The mathematics test deals with various skills in the following areas: Computational Skills, Concepts and Problem Solving, and Applications. The reading test is concerned with skills in the following areas: Word Analysis Skills, Comprehension, and Study Skills.

Educational Goal Attainment Tests: Spanish Version by Bruce W. Tuckman and Alberto P.S. Montare; c1975; Grades 7-12; Phi Delta Kappa, Inc.

This Spanish version of EGAT provides for assessment of a broad range of educational goals. The series covers both cognitive and affective goals and consists of the following tests: Arts and Leisure, Careers, Civics, General Knowledge, Human Relations, Life Skills, Reasoning, Self, and Latin America.

Idaho State Penitentiary Informal Reading Inventory by Ernie White and William Kirtland; c1971; Adults; The Reading Education Center.

The inventory is designed for use with penal adult populations, particularly those individuals who have difficulty learning to read. It provides the reading teacher with the individual's estimated independent reading level, estimated instructional level, estimated frustration level, estimated listening level, specific word recognition deficiencies, and specific comprehension deficiencies. The test is individually administered.

Jewell High School Reading Comprehension Test by Cedric B. Jewell; 1969; Grades 9-12; Cedric B. Jewell.

The test is designed to assess the student's ability to apply his general reading skills through his understanding of the vocabulary, literal comprehension, inferential reading, and critical reading of passages of continuous prose selected from textbooks in English, social studies, mathematics, and science. The passages used in the test are at the ninth-tenth or eleventh-twelfth grade difficulty level as assessed by the Dale-Chall Readability Formula.

• *Larsen-Hammill Test of Written Spelling* by Stephen C. Larsen and Donald D. Hammill; c1976; Grades 1-8; Academic Therapy Publications.

The test is designed to assess children's written spelling ability. It yields spelling age levels, spelling quotients, and spelling grade equivalents for both rule-based and unpredictable words. The test may be individually or group administered.

Morpheme Knowledge Test by James F. Shepherd; 1973; Grades 7-16 and Adults; James F. Shepherd.

The test was designed to investigate the relation between knowledge of the meanings of morphemes and derivatives. It consists of items pertaining to twelve Latin roots and twelve prefixes.

• *Physical Fitness Test Battery for Mentally Retarded Children* by Hollis Fait; Not Dated; Ages 9-20; Hollis Fait.

The test is designed to measure the physical fitness levels of moderately and mildly retarded persons independently of intelligence factors. It is characterized by minimal memorization of movement patterns and contains few detailed directions. The six physical activities assess speed, static muscular endurance of arm and shoulder girdle, muscular endurance of leg and abdominal muscles, static balance, agility, and cardiorespiratory endurance.

Psychiatric Aide Test by M.K. Distefano, Margaret W. Pryer, and Stella H. Craig; 1976; Adults; M.K. Distefano.

Developed for use at Central Louisiana State Hospital, the test is designed to measure job knowledge of entry-level psychiatric aides following participation in an introductory

training course. It consists of factual and situational-type items covering the following core topics: understanding psychiatric disorders, basic therapy methods and principles of communication with patients, physical nursing and environmental care, medical nursing care, and reporting patient behavior and following written plans.

• *Simons Measurements of Music Listening Skills* by Gene M. Simons; c1974; Kindergarten-Grade 3; Stoelting Company.

This nonverbal, criterion-referenced test measures children's achievement in nine fundamental music listening skills. The subtests are: Melodic Direction; Steps/Jumps; Harmony: One Tone or More; Harmony: Chords; Meter; Tonal Patterns; Rhythm Patterns; Dynamics; and Tempo. All instructions and test items are tape recorded. The test is intended primarily for evaluation of groups but scores can be interpreted individually.

Test of Consumer Competencies by Thomas O. Stanley, E. Thomas Garman, and Richard D. Brown; c1975-76; Grades 8-12; Scholastic Testing Service, Inc.

This achievement test is designed to measure the effectiveness of consumer education courses. The fourteen basic concepts covered are: the individual consumer in the market place; money management; consumer credit; housing; food; transportation; clothing; health services, drugs, and cosmetics; recreation; furnishings and appliances; insurance; savings and investments; taxes; and the consumer in society.

APTITUDE

ACER Tests of Learning Ability (*TOLA*); c1971-76; Grades 4, 6; Australian Council for Educational Research, Australia.

Available at two levels, these tests are designed to measure broad language and reasoning abilities important for successful secondary school performance. The subtests are: Verbal Comprehension, General Reasoning (Problem Solving), and Syllogistic Reasoning (Verbal Analysis).

• *Art Talent Scale* by J.A. Camille Vautour; c1976; Primary and Elementary; J.A. Camille Vautour.

This scale is designed to locate those children who enjoy art, demonstrate potential for further growth in this area, and receive recognition from peers and adults for their work. Ratings are made by someone who knows the child on the basis of the observed presence or absence of any given characteristic.

• *Wechsler Intelligence Scale for Children—Revised: British Edition* by David Wechsler; c1976; Ages 6.5-16.5; NFER Publishing Company.

This British version of the WISC-R incorporates decimal currency items and British amendments to the test administration section. As for the original American edition, the subtests for this individually administered measure of intelligence are organized into Verbal (Information, Similarities, Arithmetic, Vocabulary, Comprehension) and Performance (Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding or Mazes) Scales.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

• *Attitude to School Questionnaire* by Guy P. Strickland, Ralph Hoepfner, and Stephen P. Klein; c1976; Kindergarten-Grade 2; Monitor.

This 15-item test was designed to assess young children's attitudes toward school. The teacher reads a short description of a school situation while the children observe a cartoon depiction of the situation. The children then mark one of three faces that best reflects how they feel about the situation: happy, neutral, or sad. Separate forms of the questionnaire are available for boys and girls.

Attitudes in Vocational Choice Inventory by Stuart H. Blum; c1961; Adults; Stuart H. Blum.

This 40-item inventory was developed to measure the degree of emphasis placed on security as a factor in vocational choice.

• *Canadian Self-Esteem Inventory for Children* by James Battle; c1976; Grades 1-12; James Battle.

Designed to measure an individual's perception of himself, the inventory consists of five subscales: general self-esteem, school-related self-esteem, interpersonal/peer-related self-esteem, parental/home-related self-esteem, and lie. The inventory should be individually administered to children in grades 1 and 2.

Client Attitude Questionnaire by James K. Morrison; 1975; Adults; James K. Morrison.

This 20-item rating scale is designed to elicit respondents' attitudes toward mental illness and their degree of endorsement of the psychosocial approach to psychiatric ideology and practice. There are two forms of the questionnaire.

Dynamic Personality Inventory by Tadeusz Grygier and Patricia Grygier; c1976; Ages 17 and Above; NFER Publishing Company.

This self-administered projective inventory is intended to provide a general picture of personality organization in developmental terms. Psychoanalytic in concept, it yields scores for 33 scales in the following areas: Response Set of Social Conformity, Womb Fantasy, Oral Character Traits, Anal Character Traits, Phallic Character Traits, Sexuality and Creativity, Social Development, and Ego-Strength.

Expressed Acceptance of Self and Others Scale by Emanuel M. Berger; Not Dated; 17 Years and Above; Emanuel M. Berger.

This group-administered instrument provides a measure of an individual's self-acceptance and acceptance of others. Thirty-six items constitute the self-acceptance scale, twenty-eight the acceptance-of-others scale. The respondent is asked to indicate on a five-point scale the extent to which each statement is true for him.

Family Relations Test: Married Couples Version by Eva Bene; c1976; Adults; NFER Publishing Company.

This diagnostic tool is intended to explore family interactions, particularly between spouses and between parents and their children. The subject is asked to choose from a number of cardboard figures one figure to represent each member of his family, including himself. He then reads through a series of statements presented on cards and assigns each card to the figure it best describes. The test elicits information on the following areas of emotional attitudes: Outgoing Feelings (positive mild, positive strong, negative mild, negative strong), Incoming Feelings (positive mild, positive strong, negative mild, negative strong), Protective Feelings, and Ascribing Incompetence or Weakness.

Protest Situational Attitude Scale by Gerald W. Hopple; circa 1975; Adults; Gerald W. Hopple.

The semantic differential technique is employed to measure attitudes toward protest in diverse situational contexts. The scale consists of descriptions of a variety of protest situations. There are three seven-point adjective scales for each situation (legal, affective, and evaluative types).

• *Purdue Self Concept Scale for Preschool Children* by Victor G. Cicirelli; Not Dated; Ages 3-5; Victor G. Cicirelli.

This scale is designed to assess aspects of the child's self concept that involve his sense of competence in a number of areas. Each item consists of two cartoon pictures, one depicting a positive self-description, the other a negative self-description. The child is asked to indicate which of the cartoons is most like him. The scale should be individually administered. It is intended for research use and not for the individual diagnosis of children.

• *Purdue Self Concept Scale for Primary Grade Children* by Victor G. Cicirelli; Not Dated; Grades 1-3; Victor G. Cicirelli.

The scale is designed to assess aspects of a child's self concept involving his sense of social acceptance and competence in a number of areas.

• *Purdue Social Attitude Scales for Preschool Children* by Victor G. Cicirelli; Not Dated; Preschool; Victor G. Cicirelli.

The instrument was designed to assess children's feelings and evaluations about persons, objects, and situations that represent peers, school, community, and home. The items are a series of cartoon picture stories. The examiner reads the captions and then asks the child to complete each story by choosing one of three faces to express how he feels about the situation. The scales should be individually administered. They are intended for use in research studies only and not for individual diagnosis of children.

Transactional Analysis Life Position Survey by Frederick D. Kramer and Bruce W. Strade; c1976; 18 Years and Above; Monitor.

The survey was developed to measure a concept which is basic to Transactional Analysis—I'm OK, you're OK. It is designed to assist counselors and individuals to determine the basic existential position of an individual. Survey results are intended for use in counseling situations or in group educational settings. It can serve as a tool for script and game analysis and also to measure change over a period of time.

Uni-Sex Interest Inventory by Jack Rayman; c1975; Grade 12 and Above; Jack Rayman.

This experimental instrument is the result of an effort to develop an interest inventory consisting primarily of sex-balanced items. The 74 items constitute six scales: Technologies and Trades; Natural, Social, and Medical Sciences; Creative and Applied Art; Social, Health, and Personal Services; Business Scales and Management; and Business Operations. The Inventory was patterned after the ACT Interest Inventory and employs the same scoring procedures.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

• *AAMD Adaptive Behavior Scale: 1975 Revision* by Kazuo Nihira, Ray Foster, Max Shellhaas, and Henry Leland; c1969-75; Ages 3 and Above; American Association on Mental Deficiency.

A behavior rating scale for mentally retarded, emotionally maladjusted, and developmentally disabled individuals, this device provides objective descriptions and evaluations of an individual's adaptive behavior. Part One evaluates an individual's skills and habits in ten behavior domains: Independent Functioning, Physical Development, Economic Activity, Language Development, Numbers and Time, Domestic Activity, Vocational Activity, Self-Direction, Responsibility, and Socialization. Part Two provides measures of fourteen maladaptive behaviors related to personality and behavior disorders: Violent and Destructive Behavior, Antisocial Behavior, Rebellious Behavior, Untrustworthy Behavior, Withdrawal, Stereotyped Behavior and Odd Mannerisms, Inappropriate Interpersonal Manners, Unacceptable Vocal Habits, Self-Abusive Behavior, Hyperactive Tendencies, Sexually Aberrant Behavior, Psychological Disturbances, and Use of Medications.

• *AAMD Adaptive Behavior Scale: Public School Version, 1974 Revision* by Nadine Lambert, Myra Windmiller, Linda Cole, and Richard Figueroa; c1969-75; Ages 7-13; American Association on Mental Deficiency.

Designed to evaluate the social functioning of public school children, this scale consists of two parts. Part One is organized along developmental lines and evaluates an individual's skills and habits in nine behavior domains considered important to the development of personal independence in daily living. These domains are: Independent Functioning, Physical Development, Economic Activity, Language Development, Numbers and Time, Vocational Activity, Self-Direction, Responsibility, and Socialization. Part Two provides measures of maladaptive behavior related to personality and behavior disorders. It consists of twelve domains: Violent and Destructive Behavior, Antisocial Behavior, Rebellious Behavior, Untrustworthy Behavior, Withdrawal, Stereotyped Behavior and Odd Mannerisms, Inappropriate Interpersonal Manners, Unacceptable Vocal Habits, Unacceptable or Eccentric Habits, Hyperactive Tendencies, Psychological Disturbances, and Use of Medications.

• *Behavior Ratings and Analysis of Communication in Education* (BRACE) by Garda W. Bowman and Rochelle S. Mayer; 1972-74; Preschool-Adult; Garda W. Bowman.

This instrument is intended to provide a means for systematic observation and analysis of child/adult, child/child, and adult/adult interaction in educational settings. BRACE provides objective, quantitative data about the verbal communication (flow, mode, substance), and nonverbal behavior of children. It also records the characteristics of the learning environment within which children and adults interact throughout a normal school day.

Clarke Parent-Child Relations Questionnaire by Daniel Paitich and Ron Langevin; Not Dated; Age 18 and Above; Daniel Paitich.

This questionnaire is designed to sample the content areas of parent-child relations that have been found significant in clinical research. It includes 18 scales: Mother's Aggression to Subject, Father's Aggression to Subject, Subject's Aggression to Mother, Subject's Aggression to Father, Mother's Aggression to Father, Father's Aggression to Mother, Mother's Competence, Father's Competence, Mother's Affection, Father's Affection, Mother's Strictness, Father's Strictness, Mother Identification, Father Identification, Mother's Indulgence, Father's Indulgence, Subject's Denial toward Mother, and Subject's Denial toward Father.

• *Facial Recognition Ability Task* by Saul Feinman and Doris R. Entwisle; Not Dated; Grades 1-6; Saul Feinman.

Designed to measure children's ability to recognize faces, the test has been used in research into how a child's race and his contact with persons of other races may affect his recognition ability for persons of different races. The task consists of 40 pictures of white and black children, divided into two sets of 20 each. The child views one set of pictures. The two sets are then intermixed and the child is asked to indicate which of the 40 pictures he has seen previously.

Hall Occupational Orientation Inventory: Adult Basic Form by Lacy G. Hall; c1976; Adults; Scholastic Testing Service, Inc.

The inventory provides a systematic framework designed to enable the individual to explore the factors involved in occupational choice in terms of the relationship between psychological needs and value fulfillment, worker traits, and job-content characteristics. It focuses on 22 job and personality characteristics, designed to match people to occupations where they will be psychologically and physically comfortable. Controlled vocabulary and readability levels make the inventory appropriate for use with reading-handicapped adults.

• *Hall Occupational Orientation Inventory: Intermediate Form* by Lacy G. Hall; c1976; Grades 3-7; Scholastic Testing Service, Inc.

Designed to complement career awareness/development programs, the inventory consists of school-focused items intended to teach students to make good decisions and choices. The questions elicit information on 22 personality traits within three areas: Personal Needs, Work Needs, and Work Habits.

• *Kaufman Development Scale* by H. Kaufman; c1972-74; Ages 4-10; Stoelting Company.

This developmental schedule provides a method of ascertaining level of development in six basic areas and an overall level of functioning. The 270 behavioral evaluation items are divided into six basic developmental modalities: Gross Motor, Fine Motor, Receptive, Expressive, Personal Behavior, and Interpersonal Behavior. The test can be used with both normal and mentally handicapped individuals. A variety of props are required to administer the test.

Marketable Skills Inventory by Russell N. Cassel; 1975; Adults; Psychometric Affiliates.

This brief inventory was designed to be used with the Computerized Educational Guidance System (EDGUYD) and to provide a basis for one's educational offerings. Results provide an individual with assessment of the difference between level of marketable skills possessed and the level one desires in relation to typically functioning adults of the culture.

• *Morgan-Ricciuti System* by George A. Morgan and Henry N. Ricciuti; 1964-73; Infants; George A. Morgan.

This observation technique was developed to study infants' reactions to strangers. Two sets of categories are used for recording the infants' affective reactions and behavior. First, three momentary response scales provide a detailed record of the infants' behavior, recording moment-by-moment changes that occur in facial expressions, vocalizations, and visual and gross motor activity. Second, a summary scale yields a more gross record of the same three types of infant behavior. The technique is applicable to a wide variety of situations.

Purdue Interview Schedule for Parents of Primary Grade Children by Victor G. Cicirelli; Not Dated; Adults; Victor G. Cicirelli.

This interview is designed to elicit information concerning parent characteristics related to their children's social-emotional and intellectual characteristics. The variables covered are: achievement aspirations for the child, home learning environment, concern for and interest in child's education, demand for maturity or independence, child's television habits, parental activities, parental attitudes toward education, parental attitude toward child, parental permissiveness, parental directiveness or restrictiveness, authority attitude, and demographic variables.

• *School Behavior Profile* by Bruce Balow and Rosalyn A. Rubin; c1974; Grades 1-5; Bruce Balow.

This instrument is designed for use by school personnel to help identify those children with a high probability of need for special attention such as placement in special programs, retention in grade, referral to school psychologist or social worker, remedial reading instruction or individual tutorial help. It provides a functional measure of problem behavior or personal adjustment difficulties in the school environment. The profile yields an overall score and three factor scores: Poor Control, Developmental Immaturity, and Anxious-Neurotic Behaviors.

Special Education Teacher Competency Checklist by David E. Herr; circa 1973; Adults; David E. Herr.

The checklist was developed for use in an investigation of the teaching competencies necessary for teachers of the educable mentally retarded, mildly emotionally disturbed, and mildly learning disabled. It consists of 162 competency statements and a seven-point rating scale ranging from very important to not important.

• *Starkweather Form Boards Conformity Test for Preschool Children* by Elizabeth K. Starkweather; Not Dated; Preschool; Elizabeth K. Starkweather.

This research instrument is designed to measure a child's conforming and nonconforming behavior in an impersonal situation. The form boards provide opportunities for the child to make choices in situations in which he can follow a model or respond freely according to his own preferences.

• *Starkweather Social Conformity Test for Preschool Children* by Elizabeth K. Starkweather; 1969; Preschool; Elizabeth K. Starkweather.

Designed to measure conforming and nonconforming behavior, the test provides the child with opportunities to make choices in a situation in which he can follow a model or respond freely according to his own preferences. It discriminates between children who are compulsive conformists and those who are free to use either conforming or nonconforming behavior. The test is based on color preferences.

• *Starkweather Social Relations Test for Preschool Children* by Elizabeth K. Starkweather; 1971; Preschool; Elizabeth K. Starkweather.

Designed to measure a child's social values within his own peer group, the test combines a picture interview technique with gift giving. Each child is asked to indicate which of the children in his peer group he would give a gift to. The scoring of the test is designed to show the relationship between the child's choice of other children and their choice of him. A collection of inexpensive toys and a composite picture of the group are needed to administer the test.

• *System for Coding and Scoring Infants' Spontaneous Play with Objects* by George A. Morgan, Robert J. Harmon, and Claire A. Bennett; 1976; 8-24 Months; George A. Morgan.

This observational system provides a method for recording the behavior of infants during unstructured play. The observer records details of the infant's behavior during the free-play session, using the coding system which consists of a number of categories within the following general areas: infant's location, play with objects, other activities, general affect, and social behaviors toward mother and experimenter. At the end of the observation, the infant is rated on a series of scales: initial behaviors, degree of interest and involvement with "toys," degree of interest shown to mother, degree of interest shown to interviewer, people vs. object orientation, affective mood, social assertiveness, affective quality of bids to mother, and locomotor and gross motor development.

• *Visual Discrimination Test* by Joseph M. Wepman, Anne Morency, and Marva Seidl; c1975; Ages 5-8; Language Research Associates, Inc.

The test is designed to assess a child's ability to discriminate between like nonalphabetic forms. This skill precedes the ability to distinguish between letters of the alphabet and digits used in computation and is an essential readiness factor for learning to read, write, and spell. The test must be individually administered.

• *Visual Memory Test* by Joseph M. Wepman, Anne Morency, and Marva Seidl; c1975; Ages 5-8; Language Research Associates, Inc.

The test assesses a child's ability to hold in immediate memory visually presented forms of a nonalphabetic nature. The development of this skill is important in the development of reading readiness. The test must be individually administered.

• *Watkins Bender-Gestalt Scoring System* by Ernest O. Watkins; c1976; Ages 5-14; Academic Therapy Publications.

This system for scoring the *Bender-Gestalt Test* was developed to determine if a visual-perceptual problem exists to the extent that a true learning disability may be present. Using the system, the test can be administered to individuals or groups of children by any person familiar with testing procedures. Directions that were especially adapted for and used with Mexican-American children are provided. These should also be appropriate for use with other Spanish-speaking children.

Announcements Received

• *Basic Inventory of Natural Language;* Kindergarten-Grade 2; Chess and Associates, Inc.

This criterion-referenced system is designed to assess the language dominance, proficiency, and growth of students in language arts and reading programs. A natural language sample is obtained for each child. The sample is assessed for an index of language ability, average sentence length, average level of complexity, and fluency. For bilingual students, both English and Spanish samples should be taken.

• *Del Rio Language Screening Test;* Ages 3-7; National Educational Laboratory Publishers, Inc.

The test was devised to identify children with deviant language performance in English and Spanish and who require further evaluation. It groups children into three language categories: English-speaking Anglo-American children, predominantly English-speaking Mexican-American children, and predominantly Spanish-speaking Mexican-American children. The test is comprised of five subtests: Receptive Vocabulary, Sentence Repetition-Length, Sentence Repetition-Complexity, Oral Commands, and Story Comprehension.

• *Language Dominance Criteria* by Fernando Canedo, David Gustafson, and Americo Lopez-Rodriguez; Kindergarten-Grade 1; Bilingual-Bicultural Education Program.

This instrument is designed to determine whether English or Spanish is dominant in the child's environment and to provide a measure of the child's linguistic abilities in these languages. The test consists of a social section and a performance section. It is individually administered and yields four scores: comparative language pressures, comparative language strengths, Spanish performance, and English performance.

• *Moreno Quick Language Assessment;* Kindergarten-Grade 6; Moreno Educational Company.

This device is intended as a screening instrument for the placement of students in English as a Second Language (ESL) or bilingual education programs.

• *Receptive-Expressive Observation Scale* by Joan M. Smith; c1976; Ages 5-12; Academic Therapy Publications.

This instrument evaluates the major learning channels of visual and auditory input and verbal and written expression. It identifies: labeling errors, reversals, sequencing errors, digit span weaknesses, problems in verbal expression, and fine-motor coordination.

New References

• Allen, Sally V. and Hawes, John. *The Children's Needs Assessment Handbook.* Denver, Colorado: Education Commission of the States, May 1976. Pp. iv + 92, $3.35.

The first part of this report outlines the basic information that a state should consider as it gathers the data necessary to plan for child-development programs. The second part of the report describes three needs assessment models developed in Idaho, North Carolina, and Texas.

• Flapan, Dorothy and Neubauer, Peter B. *Assessment of Early Child Development.* New York: Jason Aronson, 1975. Pp. 151, $10.00.

This monograph discusses the problem of systematically assessing early childhood development. The *Assessment Outline of Early Childhood Development* is offered as a tool that can be used by professionals in the field of day care, early childhood education, and community health to identify children who need special services and attention. The Outline uses Anna Freud's developmental approach and is based on five aspects of development: social, emotional, ego, drive, and superego.

• Harnischfeger, Annegret and Wiley, David E. *Achievement Test Score Decline: Do We Need to Worry?* St. Louis, Missouri: CEMREL, Inc., 1976. Pp. xii + 160.

This monograph discusses both the general context and specific examples of achievement score declines. The Preliminary Scholastic Aptitude Test, American College Testing Program, Minnesota Scholastic Aptitude Test, Iowa Tests of Educational Development, Iowa Tests of Basic Skills, and National Assessment of Educational Progress are examined in detail in terms of the test itself, score changes, scaling and content, and the composition of test takers. Finally, the social and educational context of achievement test score declines is considered.

• Hively, Wells and Reynolds, Maynard C. (Eds.), *Domain-Referenced Testing in Special Education.* Reston, Virginia: The Council for Exceptional Children, 1975. Pp. vii + 146 $4.00.

This collection of papers deals with the implications of domain-referenced testing for special education. The papers are:

Trends in Special Education: Implications for Measurement; Referencing Test Scores: Introductory Concepts; Testing for Teaching in an Adaptive Educational Environment; Integrating Criterion-Referenced Testing and Instruction; Objective and Item Banking: A Resource for Curriculum and Test Development; Precise Behavior Measurement in the RIC Tutorial Program for Handicapped Children; and Ethical Considerations in the Use of Standardized Tests.

• Jacobson, Herman and Kovalinsky, Thomas, *Educational Interpretation of the Wechsler Intelligence Scale for Children—Revised (WISC-R)*. Linden, New Jersey: Remediation Associates, 1976. $3.00.

This manual is intended to assist the psychologist and other educational specialists in prescribing and interpreting classroom remedial procedures based on the subtest scores of the WISC-R. Over 350 remedial procedures are provided for the subtests on four separate grade levels.

• Johnson, Orval G. *Tests and Measurements in Child Development: Handbook II*. San Francisco: Jossey-Bass Inc., Publishers, 1976. Pp. 1300, $50.00.

This handbook provides a comprehensive guide to noncommercial tests and measurements of child development. The tests have been divided into 11 categories based on specific aspects of child development: Cognition, Personality and Emotional Characteristics, Perceptions of Environment, Self-Concept, Qualities of Caregiving and Home Environment, Motor Skills and Sensory Perception, Physical Attributes, Attitudes and Interests, Social Behavior, Vocational, and Unclassified.

• Klein, Stanley D. *Psychological Testing of Children*. Manchester, New Hampshire: The Exceptional Parent Bookstore, $3.00.

This book contains 10 articles previously published in *The Exceptional Parent*, covering the specific nature and value of intelligence tests, personality tests, specialized tests for "brain injury," achievement, aptitude, and interest tests, and the general principles of psychological assessment. It focuses on testing of children with mental, physical, emotional, or learning problems or disabilities.

Lamb, Richard R. *Validity of the ACT Interest Inventory for Minority Group Members*. Iowa City, Iowa: The American College Testing Program, 1976. Pp. 12, $1.00.

Data from 2280 college seniors representing black, native American, oriental American, Spanish-surnamed American, and white ethnic groups were analyzed to determine whether the ACT Interest Inventory could classify minority group students as accurately as white students into appropriate educational major groups. In addition, the structure of measured interests, as indicated by the intercorrelations of the six ACT Interest Inventory scales, was compared across the white and minority samples.

Nyfield, Gillian, Saville, Peter, Field, Janice, and Hodgkiss, John. *British Supplement to the Watson-Glaser Critical Thinking Appraisal (Form YM)*. Windsor, Berks: NFER Publishing Company, 1976.

This technical supplement to the Critical Thinking Appraisal contains norms tables constructed from results submitted by industrial and educational sources in the United Kindgom. Information on alternate form and test-retest reliability and correlations with other tests is included.

Silverman, Robert J., Noa, Joslyn K., and Russell, Randall H. *Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Instruments*. Portland, Oregon: Northwest Regional Educational Laboratory, 1976. Pp. 142, $4.75.

This report is intended to serve as a handbook to school personnel, providing systematic information on currently available language assessment procedures which might assist them in their program planning efforts. It is organized into six chapters: Issues in Language Testing, National Search for Instruments, Evaluative Criteria, Test Descriptions, Test Evaluations, and Summary.

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934 Dewing Avenue
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New Publishers

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P.O. Box 833
San Bernardino, California 92401

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7050 Belle Glade Lane
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National Educational Laboratory Publishers, Inc.
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Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

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Palm Springs, California 92262

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P.O. Box 2337
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NFER Publishing Company, Ltd.
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Slough, Bucks, Great Britain

National Auxiliary Publications
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A QUARTERLY DIGEST OF INFORMATION ON TESTS

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Pamela Rosen, Editor
Vol. 11, No. 2

April 1977

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Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

APU Vocabulary Test by S.J. Closs; c1976; Ages 11-17; Hoddard and Stoughton, England.

This general-purpose measure is intended to provide an overall indication of understanding of words rather than a precise diagnosis of verbal fluency. The multiple-choice test can be group- or individually administered.

• *Burt Word Reading Test: 1974 Revision;* c1976; Grades 1-7; Hodder and Stoughton, Great Britain.

This individually administered test is designed to provide a rapid indication of a child's reading age. It consists of 110 words arranged in approximate order of difficulty. The child is asked to read as many words as he can, continuing until he has attempted and failed at least ten consecutive words.

• *Class Achievement Tests in Mathematics;* c1976; Ages 6-7; Australian Council for Educational Research.

This diagnostic test is designed to assess children's primary mathematics skills. Each of the 45 items has been classified into one or more of four distinct areas which describe the nature of the thinking process required to meet the item objective: knowledge, computation, application, and understanding.

Criteria for the Evaluation of Free-Response Interpretive Essays by Peter L. Sanders; 1970; Grades 7-16 and Adults; Peter L. Sanders

This device is a single linear scale with four points. It was developed to assess the quality of essays written to interpret a short story.

• *Elementary Math Record* (ELMR); Not Dated; Kindergarten-Grade 6; Wisconsin Laboratory School Mathematics Committee.

This series of six tests provides a measure of mathematical achievement in terms of specific behavioral objectives: Sets and Numbers; Numeration Systems; Order; Number Systems; Operations and Their Properties; Ratio and Proportion; Computation; Size and Shape; Sets of Points; Symmetry; Congruence; Similarity; Coordinate Systems and Graphs; Construction; Measurement; and Mathematical Sentences. All levels do not cover all objectives.

• *Indexes of Syntactic Maturity* by Edward A. Dixon; 1970; Primary-Adults; Edward A. Dixon.

These seven indexes were developed to measure growth in syntactic fluency. They are a means of linguistic analysis of each independent clause and its modifiers in a writing sample.

• *Instructional Objectives Exchange: Illustrative Criterion-Referenced Test Specifications;* 1976; Kindergarten-Grade 12; Instructional Objectives Exchange.

This series of test specifications represents an effort to describe in detail learner behaviors that reflect adequately the attainment of a given objective. The specifications deal with four types of learner behaviors: knowledge, intellectual processes, attitudes, and psychomotor skills (when appropriate). Each specification consists of four parts: a general description; a sample item which illustrates the test strategy used to measure the behavior; a detailed description of the stimulus attributes of the test item; and a description of the response attributes.

Aesthetics
This set covers—Knowledge: recognizing sounds in the environment (K-3), key terms in literature (4-6), structural features in architecture (7-9), opera (10-12); Intellectual Processes: musical analysis (K-3), musical instruments (4-6), styles in the history of western art (7-9), identifying patterns of poems (10-12); Attitudes: preferences for aesthetic activities (K-3), confidence in aesthetic ability (4-6), preferences in music (7-9), art appreciation (10-12); Psychomotor Skills: playing piano by sight (K-3), making papier-mâché figures (4-6), pottery making (7-9), lettering (10-12).

Career Education
The set includes—Knowledge: occupational contributers to everyday products (K-3), workers in a given profession (4-6), characteristics of occupational categories (7-9), labor laws (10-12); Intellectual Processes: occupational services (K-3), job categories (4-6), post-high school educational opportunities (7-9), job interview procedures (10-12); Attitudes: sex stereotyping and the occupational world (K-3), valuing quality workmanship (4-6), relevance of school to student's future (7-9), priorities of job characteristics (10-12); Psychomotor Skills: wood construction (K-3), beginning touch typing (4-6), operation of a standard cash register (7-9), drafting mechanical parts (10-12).

Environmental Education
This set includes—Knowledge: where plants, animals, humans live (K-3), environmental organizations and agencies (4-6), properties of chemical elements (7-9), survival skills—edible plant life (10-12); Intellectual Processes: life requirements in living systems (K-3), finding the optimal location for businesses and industries (4-6), development of land forms (7-9), scientific method (10-12); Attitudes: concern for clean environment (K-3), concern for environmental issues (4-6), index of environmentalist and consumerist attitudes (7-9), ecological practices (10-12); Psychomotor Skills: growing vegetable plants (K-3), knot tying (4-6), building a fire without matches (7-9), basic auto engine tune-up (10-12).

Ethics
This set deals with—Knowledge: rationale for adult-imposed rules (K-3), ethical beliefs of the major world religions (4-6), basic legal terms (7-9), principles of moral philosophy (10-12); Intellectual Processes: identifying the moral in a fable (K-3), relevant moral justifications (4-6), constitutional values (7-9), analysis of ethical reasoning (10-12); Attitudes: respecting others' rights to speech (K-3), student interest in moral issues (4-6), levels of moral reasoning (7-9), stages of moral development (10-12).

Mental Health
This set covers—Knowledge: defining emotions and feelings (K-3), basic emotional needs (4-6), treatment of mental illness (7-9), basic concepts in personal adjustment (10-12); Intellectual Processes: basic needs that motivate human behavior (K-3), mental defense mechanisms (4-6), principles of classical conditioning (7-9), emotional helpful and harmful ways of reacting (10-12); Attitudes: confidence in classwork (K-3), how others see you—a measure of self-concept (4-6), self-direction (7-9), feelings of personal effectiveness (10-12).

Physical Health
This set includes—Knowledge: foods and their different forms (K-3), properties and effects of tobacco, drugs, and alcohol (4-6), functions of organs of the body (7-9), effects of behaviors on physical health (10-12); Intellectual Processes: planning a day's menu (K-3), alleviating symptoms of nutritional deficiencies (4-6), first aid (7-9), applying rules of sports (10-12); Attitudes: snacking habits (K-3), observing safety rules (4-6), preferences for active recreational pursuits (7-9), tendency to find drug-based solutions to problems (10-12); Psychomotor Skills: relay race involving movement skills (K-3), isometric exercises (4-6), physical fitness (7-9), applying bandaging techniques (10-12).

Social Interaction
This set deals with—Knowledge: translating common conversational words or phrases (K-3), minority contributions to American society (4-6), defining economic terms (7-9), meaning of basic terms in sociology (10-12); Intellectual Processes: parliamentary procedure (K-3), resolving interpersonal conflicts (4-6), applying concepts of U.S. foreign policy (7-9), scope and limits of U.S. civil rights (10-12); Attitudes: preferences for group/solitary activities (K-3), judging people as individuals (4-6), how school personnel influence students' self-concepts (7-9), racial and religious tolerance (10-12); Psychomotor Skills: singing in unison (K-3), traditional folk dances (4-6), square dancing (7-9), basic teamwork in volleyball (10-12).

• *Instructional Objectives Exchange: Objective Collection in Physical Education, Revised Edition* by Carol Ghens and Anita L. Delfs; 1976; Kindergarten-Grade 6; Instructional Objectives Exchange.

This collection of objectives and corresponding suggested assessment techniques is divided into four major categories: Movement Skills, Physical Fitness, Self Realization and Cooperation, and Recreation. The items within each category are arranged from simple to complex and in some instances the level of difficulty of an item is specified.

Interpretation Test by Norman F. Watt and Thomas B. Benjamin; Not Dated; Grade 5 and Above; Norman F. Watt.

This test measures certain forms of semantic confusion in interpreting the meaning of ambiguous words. It consists of 48 items that require the respondent to choose which of three answers seems to be the best interpretation of the sentence he has just read. Each sentence contains a key word for which more than one meaning is possible.

Multiple-Choice Marijuana Information Test by Victoria Colaiuta and George Breed; 1976; Grades 13-16; Victoria Colaiuta.

This test assesses knowledge of marijuana and its use. The items cover four content areas: pharmacology, psychopharmacology, legal status, and history of marijuana.

• *Oral Language Evaluation* (OLÉ) by Nicholas J. Silvaroli and J.O. Maynes, Jr.; c1975; Grades 1-3; D.A. Lewis Associates, Inc.

This individually administered oral language measure can be used to evaluate English and Spanish speakers. Part I of the test is designed to identify children who need training in a second language. Part II consists of eight subscales designed to evaluate the child's production of oral language structures. Four pictures are employed to elicit the language sample that is used in the evaluation.

• *Prescriptive Reading Inventory: Level I;* c1976; Kindergarten; CTB/McGraw-Hill.

This criterion-referenced test provides an inventory of prereading and initial reading behaviors in the following skill areas: Auditory Discrimination (sound discrimination, sound matching), Visual Discrimination (form matching, visual reasoning), Alphabet Knowledge (sound-symbol correspondence, letter names) Language Experience (oral language), Comprehension (literal comprehension, interpretive comprehension), Attention Skills.

• *Prescriptive Reading Inventory: Level II;* c1976; Grade 1; CTB/McGraw-Hill.

The test measures a student's mastery of specific prereading and initial reading objectives and provides information that facilitates diagnostic/prescriptive instruction. The objectives sample the following skill areas: Auditory Discrimination (sound discrimination, sound matching), Visual Discrimination (visual reasoning), Alphabet Knowledge (sound-symbol correspondence), Language Experience (oral language), Comprehension (literal comprehension, interpretive comprehension), Attention Skills, and Initial Reading (sight vocabulary, initial reading).

• *Primary Test of Economic Understanding* by Donald G. Davison and John H. Kilgore; c1971; Grades 2-3; Joint Council on Economic Education.

This test is designed to measure students' understanding of basic economic concepts and to assess the effectiveness of economic education curriculum and materials.

• *R-B Number Readiness Test* by Dorothy M. Roberts and Irving Bloom; 1965-74; Kindergarten-Grade 1; Dorothy M. Roberts.

This test employs pictorial items to measure specific aspects of number readiness. It should be administered orally to groups of not more than eight children at a time.

Repertory Test by Norman F. Watt and Thomas B. Benjamin; Not Dated; Grade 5 and Above; Norman F. Watt.

This 24-item test assesses knowledge of various meanings of homographs. Homographs are words that have two or more semantically distinguishable meanings. For each item, the respondent is required to select from among five answers the one closest in meaning to the stem word. The correct response is often an unusual meaning of the word and not the first meaning that comes to mind.

• *Spanish/English Language Performance Screening* (S/ELPS); c1976; Preschool-Kindergarten; CTB/McGraw-Hill.

This screening instrument provides a method for determining a child's dominant language for initial learning in a bilingual program. It consists of two parts: the Spanish section, administered first, and the English section, administered second. The two sections are parallel and sample five language activities: Answering Questions, Naming Objects, Following Directions, Describing Objects, and Describing Pictures. The screening must be conducted by a bilingual person.

Test of Grammatical Structure by Lois S. Degler; c1968; Grade 4; Lois S. Degler.

The test is designed to measure the pupil's knowledge of grammatical structure. It consists of nonsense language sentences constructed to match four basic sentence patterns: noun-verb; noun-linking-verb-linking verb complement; noun-verb-object; and noun-verb-indirect object-direct object or noun-verb-object-complement. The child responds to the sentences by translating them into English. There are four forms, each consisting of 48 items.

APTITUDE

Cognitive Orientation Questionnaire for Quitting Smoking by Hans Kreitler and Shulamith Kreitler; 1976; Adults; Hans Kreitler, Israel.

This 12-item questionnaire deals with quitting smoking. It is based on the cognitive orientation theory and the items encompass four components of cognitive orientation: Goals, Beliefs about Self, Beliefs about Norms, and General Beliefs.

• *Creative-Response Matrices Test* by Philip E. Vernon; 1969; Ages 6-12; Philip E. Vernon.

This general reasoning test was developed for use with culturally different children who would understand instructions presented in oral (but not written) English and who are probably unfamiliar with the multiple-choice format. Each item involves the completion of a figural series. The test is intended to be self-instructing since the respondent learns the instructions by having earlier test items explained.

• *Four Music Conservation Tasks* by Marilyn P. Zimmerman and Lee Sechrest; Not Dated; Ages 5-13; Marilyn P. Zimmerman.

The tasks are designed to assess the development of simple conservation skills in music listening. They consist of four musical phrases in which systematic deformations are made. The deformations include change of instrument, mode, tempo, harmony, rhythm, contour, and interval. The respondent must indicate whether the second tune is the same as or different from the first and describe how it is the same or different.

Khatena-Torrance Creative Perception Inventory by Joe Khatena and E. Paul Torrance; c1976; Grades 7-12 and Above; Stoelting Company.

The Inventory consists of two separate tests of creative self-perceptions. *What Kind of Person Are You?* consists of verbal stimuli designed to yield an index of the individual's disposition or motivation to function in creative ways. *Something About Myself* is a checklist based upon the rationale that creativity is reflected in the personality characteristics of the individual, in the kind of thinking strategies he employs, and in his products. The tests can be used independently and each is group-administered.

Kit of Factor-Referenced Cognitive Tests by Ruth B. Ekstrom, John W. French, and Harry H. Harman; c1976; Grades 6-16; Educational Testing Service.

This collection of 72 factor-referenced cognitive tests is intended to provide researchers with a means of identifying certain aptitude factors in factor-analytic studies. The authors emphasize that the tests are distributed for research use only and are not to be used for counseling or other operational purposes. Each of the 72 tests is referenced to one of 23 aptitude factors: Flexibility of Closure, Speed of Closure, Verbal Closure, Associational Fluency, Expressional Fluency, Figural Fluency, Ideational Fluency, Word Fluency, Induction, Integrative Processes, Associative Memory, Memory Span, Visual Memory, Number Facility, Perceptual Speed, General Reasoning, Logical Reasoning, Spatial Orientation, Spatial Scanning, Verbal Comprehension, Visualization, Figural Flexibility, and Flexibility of Use.

• *Pennsylvania Assessment of Creative Tendency* (PACT) by T. Jerome Rookey; 1973; Ages 9-14; T. Jerome Rookey.

This attitude inventory was developed to measure students' creative tendencies. Creativity is defined as the conception by an individual of an event or relationship which, in the experience of that individual, did not previously exist. The items were constructed in terms of nine traits derived from a profile of the creative child: self-direction, evaluative ability, flexible thinking, original thinking, elaborative thinking, willingness to take risks, ease with complexity, curiosity, and fluent thinking ability.

Ross Test of Higher Cognitive Processes by John D. Ross and Catherine M. Ross; c1976; Grades 4-6; Academic Therapy Publications.

The test is designed to assess the higher-level cognitive thinking skills of both gifted and nongifted students. It is divided into eight sections: Analogies, Deductive Reasoning, Missing Premises, Abstract Relations, Sequential Synthesis, Questioning Strategies, Analysis of Relevant and Irrelevant Information, and Analysis of Attributes. Results can also be used to screen students for inclusion in a special program for the gifted, and to assess the effectiveness of such a program.

Scientific New Uses Test by Harrison G. Gough; 1976; Adults; Harrison G. Gough.

Designed to assess creative thinking, this test consists of a list of 20 objects, pieces of apparatus, and equipment routinely encountered by research scientists. Respondents are asked to list, within a 30-minute period, as many new scientific uses as they can think of for each item.

Scientific Word Association Test by Harrison G. Gough; 1976; Adults; Harrison G. Gough.

This test employs the word association technique to provide a measure of associational fluency and creative thinking in engineering students and scientists.

• *Six Music Conservation Tasks* by Marilyn P. Zimmerman; Not Dated; Ages 5-13; Marilyn P. Zimmerman.

The tasks were developed to assess the acquisition of the Piagetian concept of conservation in musical development. The six tasks are: conservation of duration, conservation of meter, conservation of rhythm pattern under deformation of tone, conservation of tonal pattern under deformation of pitch, and conservation of tonal pattern under deformation of rhythm.

Test of Memory for Public Events by James H. Johnson and Daniel E. Klinger; circa 1974; Adults; James H. Johnson.

The questionnaire was designed for use in the study of episodic long-term memory. It consists of 74 episodic recall questions about well-known public events.

Three-Minute Reasoning Test by James Hartley and Janet Holt; circa 1971; Ages 11 and Above; James Hartley, England.

This test was developed in response to the need for an instrument that would provide a rapid indication of respondents' intellectual abilities. It is based upon the idea that carrying out grammatical transformations should provide an intellectual task that is familiar enough to be performed rapidly but that is sensitive enough to measure intellectual capacity.

Weber Advanced Spatial Perception Test (WASP) by P.G. Weber; c1968-76; Australian Council for Educational Research.

This test provides a measure of spatial ability. It consists of four subtests: Form Recognition, Pattern Perception, Shape Analysis, and Reflected Figures.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

• *Academic Achievement Accountability Scale* by Margaret M. Clifford; 1972; Grades 3-8; Margaret M. Clifford.

The scale was designed to assess locus of control as it relates to school performance. Respondents must indicate the extent to which they agree or disagree with each of 18 statements concerning academic behavior. The scale distinguishes between self-accountability and no accountability, attributing external control to luck, chance, and fate.

Adjective Self-Description by D.J. Veldman and G.V.C. Parker; c1971; Grade 13-Adults; D.J. Veldman.

This 56-item device is designed to measure seven major factors of self-perception: Attitude, Behavior, Efficiency, Orientation, Anxiety, Ideology, and Attractiveness.

Adult Accountability Scale by Margaret M. Clifford; Not Dated; Grades 7-12 and Adults; Margaret M. Clifford.

Designed to provide a measure of locus of control in adolescents and adults, the scale distinguishes between self-accountability and no accountability. Respondents must indicate the extent of their agreement or disagreement with a series of statements.

• *Arlin-Hills Attitude Surveys* by Marshall Arlin; c1976; Kindergarten-Grade 12; Psychologists and Educators, Inc.

Four cartoon instruments are used to assess pupils' attitudes toward Teachers, Learning Processes, Language Arts, and Mathematics. There are three levels of the four instruments: Primary (kindergarten-grade 3), Elementary (grades 4-6), and Secondary (grades 7-12). All are designed to be administered and interpreted on a group basis.

Attitudes Toward Homosexuality Scale by A.P. MacDonald; c1976; Adults; Center for the Study of Human Sexuality.

This 28-item scale is designed to elicit evaluative attitudes toward homosexuality. Male, female (lesbianism), and general forms are available.

Child's Attitude Toward Father by Walter W. Hudson; c1976; Ages 12 and Above; Walter W. Hudson.

Designed to measure the degree of contentment a child has with his father, the scale is intended to indicate the extent of a relationship problem.

Child's Attitude Toward Mother by Walter W. Hudson; c1976; Ages 12 and Above; Walter W. Hudson.

This scale is designed to measure the degree of contentment a child has with his mother. It is intended to indicate the magnitude of a relationship problem between mother and child.

• *Coopersmith Self-Esteem Behaviors: Revised 1975* by Stanley Coopersmith; c1975; Kindergarten-Grade 9; Self-Esteem Institute.

Teachers use this scale to rate children on certain behaviors that have been associated with poise, assurance, and self-thrust.

Coopersmith Self-Esteem Inventory: Form C by Stanley Coopersmith; c1975; Adults; Self-Esteem Institute.

This short form of the original inventory is intended for use with adults. It measures evaluative attitudes toward the self in various areas of experience.

Evaluative Disposition Toward the Environment (EDEN) by Norman J. Milchus; c1976; Grades 9-16; Person-O-Metrics.

EDEN is designed to elicit information about a person's values, opinions, and interests related to the environment and energy. The inventory encompasses seven environmental factor values: Aesthetic vs. Indifferent to Beauty, Experiential vs. Avoidance of First-Hand Experience, Knowledge-Seeking vs. Disinterest in Information, Prudent vs. Immediate/Exploitive, Active vs. Passive to Duty, Responsible vs. Unclear of Duty, and Practical/Utilitarian vs. Sentimental.

Fear of Success Scale by Miron Zuckerman and Stephen N. Allison; 1976; Adults; Miron Zuckerman.

This scale was developed to assess individual differences in the motive to avoid success. The 27 items describe the benefits of success, the cost of success, and the respondent's attitudes toward success when compared to other alternatives. The respondents indicate the extent of their agreement-disagreement with each statement on a seven-point scale.

Generalized Contentment Scale by Walter W. Hudson; c1974; Ages 12 and Above; Walter W. Hudson.

The scale is designed to measure the degree or magnitude of non-psychotic depression. The 25 items elicit the respondent's feelings about a number of behaviors, attitudes, events, affect states, and cognitions that are associated with depression.

Index of Parental Attitudes by Walter W. Hudson; c1976; Adults; Walter W. Hudson.

The index is designed to measure the magnitude of a relationship problem a parent has with a specific child.

Index of Self-Esteem by Walter W. Hudson; c1974; Ages 12 and Above; Walter W. Hudson.

This 25-item index is designed to reflect the extent to which a person feels positive about himself and his social interactions. It is designed to be administered at regular intervals to enable therapists to monitor and evaluate their clients' response to treatment.

Multifactorial Scale of Anxiety by Walter D. Fenz and S. Epstein; Not Dated; Adolescents and Adults; Walter D. Fenz.

The scale distinguishes between two kinds of somatic symptoms and a third sympton of fear and insecurity. It consists of 53 items, constituting three subscales: Muscle Tension, Autonomic Arousal, and Feelings of Insecurity.

NachNaff Scale by Henry Clay Lindgren; 1976; Adults; Henry Clay Lindgren.

This scale employs 30 forced-choice adjective pairs to provide a measure of need for achievement. It can also be used to assess need for affiliation.

One Word Sentence Completion: Veldman-Menaker-Peck (OWSC) *Form 62* by D.J. Veldman, S.L. Menaker, and R.F. Peck; 1971; Grades 13-16 and Adults; Donald J. Veldman.

OWSC consists of 62 item stems that require one word for completion. It can be machine scored. This particular instrument and computer-based scoring system were constructed for use in teacher education programs.

• *Sex Attitude Measure* (SAM) by John E. Williams and Deborah L. Best; 1976; Ages 5-12; John E. Williams.

SAM is designed to assess children's attitudes or evaluative bias toward male and female persons, independent of their stereotype knowledge. The procedure employs brief stories and human figure silhouettes. It can be individually or group administered. High total scores indicate pro-female/anti-male bias, low scores indicate pro-male/anti-female bias, and mid-range scores indicate no consistent bias in the evaluation of male and female persons.

Sex-Role Survey by A.P. MacDonald; c1976; Adults; Center for the Study of Human Sexuality.

This 53-item multidimensional scale is designed to measure individuals' attitudes toward equality between the sexes. The scale comprises four factors: equality in business and the professions, sex appropriate behavior masculinity/femininity, social-domestic work, and power in the home.

• *Sex-Stereotype Measure II* (SSM II) by John E. Williams and Deborah L. Best; 1976; Ages 5-12; John E. Williams.

The procedure was developed to assess children's knowledge of adult-defined, conventional, sex-trait stereotypes. It employs human figure silhouettes and brief stories designed to represent traits that adults define as descriptive of the male and female stereotypes. SSM II may be individually administered to younger children and group administered to older ones. It yields scores for female stereotype, male stereotype, and total stereotype.

Situational Attitude Scale-Simplified by Robert Rovner and William E. Sedlacek; 1974; Adolescents and Adults; Cultural Study Center.

The scale was developed to measure the attitudes of white persons toward black persons. This simplified version of the original scale is appropriate for use with individuals who have less than a college education.

Social Interest Scale by James E. Crandall; 1975; Adults; James E. Crandall.

The scale was developed to assess a person's interest in the welfare of others. It consists of a series of paired traits, one of which represents a value closely related to social interest and the other a less relevant value. The respondent must indicate which of the two values in each item he or she considers more important.

• *Student Attitude Survey* by Barbara J. Fulton; c1974; Kindergarten-Grade 3, Grades 3-12; Evaluative Research Associates, Inc.

The survey consists of two sets of tests designed to assess students' attitudes toward self and others, and toward school and work. The tests are available at two levels. Forms A and C are nonverbal picture inventories appropriate for use with primary-grade children. They yield scores for five attitudinal scales: Self Index, Other Index, Personal Index, School Index, and Work Index. Forms B and D, appropriate for use in grades 3 to 12, provide a verbal assessment of attitudes and yield the following scores: Positive Self Index, Negative Self Index, Positive Other Index, Negative Other Index, Positive Personal Index, Negative Personal Index, Positive School Index, Negative School Index, Achievement Need, Positive Work Index, and Negative Work Index.

Tests of Perception of Scientists and Self by L.D. Mackay and R.T. White; c1976; Grades 9-12; Australian Council for Educational Research, Australia.

There are two forms of this test. One measures congruence between a student's perception of scientists as a group and scientists' perception of scientists as a group. The other measures congruence between a student's self-perception and scientists' perceptions of scientists. The tests are designed primarily for measuring the attributes of groups of students rather than the assessment of attributes of individuals.

Vocational Interest Inventory by Janice J. Lokan; 1972; Grades 9-12; Janice J. Lokan.

The inventory was developed to assess the interests of vocational high school students with low reading level, short test-attention span, low IQ, and impoverished educational and family background. Each of the items, which are presented both pictorially and verbally, represents a job task. The respondent indicates his preference for each task on a four-point scale. There are separate versions for males and females.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

• *Block Sort Task* by Carol A. Falender and Rick Heber; 1975; Preschool Child and Mother; Carol A. Falender.

This task was used in a study to assess the effects of a child's participation in longitudinal intervention on the structured mother-child teaching interaction. The mothor was taught the sorting task and was then asked to teach the task to her child. All mother-child interaction behavior was observed and rated.

• *Career Knowledge* by Barbara Fulton; c1974; Kindergarten-Grade 3; Evaluative Research Associates, Inc.

This instrument assesses children's knowledge and concepts of the work world in terms of three areas: Occupational Similarities, Occupational Differences, and Occupational Tools. It is a nonverbal test in which a key word is pronounced to the child, after which he selects the picture that best fits the word.

Degree of Incapacitation Scale by Phyllis F. Herson; Not Dated; Adults; Phyllis F. Herson.

This 18-item rating scale is designed to elicit information from elementary and secondary teachers concerning their views on possible policy and procedures with regard to a hypothetical pupil. The teacher is presented with a situation in which the behavior of a hypothetical student is described. The teacher must then indicate whether he agrees with each of 18 statements regarding such things as the extent to which the behavior is abnormal, the prognosis, the type of treatment needed, and the kind of effect the pupil has on his peers.

Diagnostic Survey for Leadership Improvement: Form I-Public Schools by David J. Mullen; 1976; Grades 4-Adults; David J. Mullen.

The survey is intended to diagnose the problems that students, teachers and administrators are having in the communication, control, decision-making, interaction-influence, and confidence and trust processes at the teaching, department, school, and system levels. It identifies areas that may require improvement and discusses possible intervention strategies.

• *Differentiation of Auditory Perceptual Skills: Experimental Edition, 1976* by Cora Lee Reagan and Susanne A. Cunningham; c1976; Ages 5-8; Communication Skill Builders, Inc.

This screening instrument was designed to detect auditory perceptual dysfunctions. It consists of five subtests: Auditory Cadence, Auditory Distinction, Auditory Imagery, Syllable Completion, and Auditory Reasoning. The individual administration can be done by a paraprofessional.

Employment Readiness Scale by Anthony M. Alfano; c1973; Adults; Anthony M. Alfano.

This 43-item questionnaire is designed to elicit attitudes toward work. It was developed for use in an investigation of the relationship between length of unemployment and work attitudes.

• *Etch-A-Sketch Task* by Carol A. Falender and Rick Heber; 1975; Preschool Child and Mother; Carol A. Falender.

This task was used in a study to assess the effects of a child's participation in longitudinal intervention on the structured mother-child teaching interaction. The mother and her child must draw a square on an Etch-A-Sketch board, each turning one knob.

Group Atmosphere Scale by Sam Silbergeld, Gail R. Koenig, Ronald W. Manderscheid, Barbara F. Meeker, and Carlton A. Honung; 1975; Adults; Sam Silbergeld.

The scale was developed to measure the psychosocial environment of therapy groups. It is composed of 12 subscales, each containing 10 true-false statements about group behavior and identifying a specific facet of psychosocial environment. These are: Aggression, Submission, Autonomy, Order, Affiliation, Involvement, Insight, Practicality, Spontaneity, Support, Variety, and Clarity.

Hall Occupational Orientation Inventory: Young Adult Form by L.G. Hall and R.B. Tarrier; c1976; Scholastic Testing Service, Inc.

The inventory provides a systematic framework designed to enable the individual to explore the factors involved in occupational choice in terms of the relationship between psychological needs and value fulfillment, worker traits, and job-content characteristics. It focuses on 22 job and personality characteristics, designed to match people to occupations where they will be psychologically and physically comfortable.

Index of Marital Satisfaction by Walter W. Hudson; c1974; Adults; Walter W. Hudson.

The index is designed to measure the degree of satisfaction people have with their present marriage. The 25 items elicit feelings about a number of components, behaviors, attitudes, and events that occur within and characterize the degree of discord or dissatisfaction in a marital relationship.

Index of Sexual Satisfaction by Walter W. Hudson; c1974; Adults; Walter W. Hudson.

This 25-item scale is designed to measure the degree of satisfaction couples achieve in the sexual component of their relationship. It is intended to be administered at regular intervals to enable therapists to monitor and evaluate their clients' response to treatment.

• *Kindergarten Pre-Assessment and Skill Development Compendium* by Margaret Grimes, Janilyn Hunt, Nan Kelly, Jeanne Sharpnack, Raynelds White, and Isabel Blomberg; 1973; Kindergarten; MSD of Washington Township.

The compendium was developed to elicit information about the kindergarten child upon entering school. It consists of the Preschool Inventory and the Kindergarten Checklist of Skills and Social-Emotional Development. The Inventory is an informal interview to gain insight into the child's developmental level. The Checklist considers the child's behavior and skills in terms of a series of behavioral objectives in the following areas: Motor Skills, Pre-Reading and Reading Skills, Math Skills, and Social-Emotional Behavior.

• *Melvin-Smith Receptive-Expressive Observation* by Joan M. Smith; c1973-76; Ages 7 and Above; Academic Therapy Publications.

This observational instrument was developed to assess individuals' learning modalities and help in determining the functioning of the sensory channels. The instrument consists of tasks constructed to represent each of the four crossed channels: Visual-Vocal, Visual-Motor, Auditory-Vocal, and Auditory-Motor.

Military Company Environment Inventory by Rudolf H. Moos; c1973; Adults; Rudolf H. Moos.

This inventory is one of nine Social Climate Scales. It was designed to measure environmental press in the military context and includes seven subscales: Involvement, Peer Cohesion, Officer Support, Personal Status, Order and Organization, Clarity, and Officer Control.

• *Motor-Academic-Perceptual Skill Development Checklist* by Donna K. Smith; 1972-73; Ages 2-8; Donna K. Smith.

The checklist is designed to provide the teacher of multiply handicapped children with a behavior-oriented evaluation of the child's existing skills in the following areas: Motor Skills (gross motor, manipulative, self-care, exhibiting body awareness), Academic Skills (general readiness, communication, early skill development), and Perceptual Skills (visual discrimination, non-visual discrimination). The checklist is completed through teacher observation of the child as he is involved in classroom activities. Since the elements of each skill are arranged hierarchically, the checklist can be used to establish appropriate learning objectives for the child.

• *Orientation of Career Concepts Series* by Barbara Fulton and Robert Tolsma; c1972-74; Grades 3-12; Evaluative Research Associates, Inc.

This battery of tests covers the major areas of importance in career awareness: Work Awareness, Worker Activities, Vocational Vocabulary, Absurdities, Occupational Similarities, Occupational Tools, Work Stories, Working Conditions, Occupational Training, and Worker's Earnings. The tests are designed either to be used as a teaching tool with criterion-referenced assessment or as norm-referenced measures of comparative levels of performance. Results can also be used to assess the effectiveness of career awareness programs.

Performance Test of Activities of Daily Living by Judith B. Kuriansky and Barry J. Gurland; Not Dated; Geriatric Patients; Judith B. Kuriansky.

This objective performance test measures geriatric patients' functional independence in activities of daily living. It requires patients to demonstrate ability to perform tasks considered essential for functional independence. On the basis of scores, patients can be placed in one of three categories of self-care: Independent, Moderately Dependent, or Dependent.

• *Pupil Rating Form* by Norman F. Watt; Not Dated; Ages 5-18; Norman F. Watt.

This rating form is designed to enable teachers to describe their students' typical classroom behavior. It consists of 28 behavioral dimensions. Each dimension is measured on a five-point scale that has adjectives with opposite meanings at either end. The teacher circles the number on each scale that best indicates the child's typical behavior on that dimension.

QUESTS by Norman J. Milchus, Omar D. Mumey, and David N. Rodwell; c1974-76; Grades 9-12; Person-O-Metrics.

The original purpose of this inventory was to evaluate humanistic approaches to substance abuse prevention education. However, it may also be appropriate to other programs using value clarification of personal life decisions, including dropout and delinquency prevention, and career education. QUESTS items deal with five major factors: Needs Recognition, Values Clarification, Adaptive Autonomy, Perception of Reality, and Self-Worth.

Quality of School Life Scale by Joyce L. Epstein and James M. McPartland; c1976; Grades 4-12; Johns Hopkins University Center for Social Organization of Schools.

The scale assesses three dimensions of student reactions to the school experience: Satisfaction, Commitment to Classwork, and Reactions to Teachers. It may be individually or group administered. The items may be read aloud to students whose reading level is below third grade.

• *S.E.E.D. Developmental Profiles* by Joan Herst, Sheila Wolfe, Gloria Jorgensen, and Sandra Pallan; 1976; Birth and Older; Sewall Rehabilitation Center.

This series of profiles was designed to establish a developmental profile of a handicapped child's performance levels. The profiles provide a functional assessment in the following areas of development: Social/Emotional, Gross Motor, Fine Motor, Adaptive/Reasoning, Speech and Language, Feeding, and Dressing and Simple Hygiene.

• *Speed of Visual Scanning Test* by D.G. Doehring; Not Dated; Ages 6-Adults; D.G. Doehring, Canada.

This test is designed to measure speed of visual perception. It consists of 13 subtests each of which is a full page of figures, numbers, letters, or combinations of letters, some of which match the criterion stimulus. The respondent moves through each subtest as rapidly as possible underlining those items that match the stimulus. The test has been used with reading-disabled and deaf individuals.

• *Speed of Visual Scanning Test: Short Form* by D. G. Doehring; Not Dated; Ages 6-Adult; D.G. Doehring, Canada.

This test is a shorter version of the original test described above. It consists of ten subtests.

• *Student Evaluation of Teaching* (SET) by Donald J. Veldman and R.F. Peck; c1970; Grades 3-12; Donald J. Veldman.

SET was developed to measure five major aspects of classroom behavior identified in research with student teachers. The five factors are: friendly and cheerful, knowledgeable and poised, lively and interesting, firm control (discipline) and nondirective (democratic procedure). SET was derived from the *Pupil Observation Survey Report.*

Trouble Shooting Checklist for Higher Educational Settings by Brad A Manning; 1976; Adults; Brad A. Manning.

This diagnostic and predictive instrument is designed to aid persons concerned with change in their assessment of organizational variables predictive of an institution's potential for

successfully adopting innovations. The checklist consists of 100 items which can be classified according to the following five scales: Organizational Climate, Organizational Staff, Communications, Innovative Experience, and Students.

Trouble Shooting Checklist for School-Based Settings by Brad A. Manning; 1976; Adults; Brad A. Manning.

The checklist is designed to measure an organization's potential for successfully adopting and implementing educational innovations. It focuses on a school's communication patterns, innovative experience, school-based staff, central administration, relations with the community, organization climate, and students. These seven variables yield a profile that indicates a school's particular strengths and weaknesses with respect to the adoption process.

• *The Underlining Test* by Byron P. Rourke, Not Dated; Ages 6-Adults; Byron P. Rourke, Canada.

This test is intended to measure speed of visual perception. Adapted from Doehring's *Speed of Visual Scanning Test*, it has been used with learning-disabled children.

Verbal Exchange Analysis by Kurt Danziger and Esther R. Greenglass; 1970; Open Range; Kurt R. Danziger, Canada.

This device may be used to analyze a variety of psychological correlates of verbal communication. The coding system is based on the four basic functions of human speech: to teach, to please, to move, and to defend oneself. These four major functional categories are further classified resulting in 29 coding categories.

Vocational Interest, Experience, and Skill Assessment (VIESA); c1976; Grades 8-12; Houghton Mifflin Company.

This self-scored inventory is designed to stimulate and facilitate students' self/career exploration. It contains four assessment components: the Uni-Sex ACT Interest Inventory, the Career-Related Experiences Inventory, Skill Ratings, and Occupational Preferences. All VIESA inventories, exercises, and career exploration aids are included in the student's *Career Log* and *Career Guide Book*.

Announcements Received

• *Bruininks-Oseretsky Test of Motor Proficiency* by Robert H. Bruininks; c1976; Ages 4-18; American Guidance Service, Inc.

This individually administered procedure assesses eight areas of motor performance. The subtests are: Running Speed and Agility, Balance, Bilateral Coordination, Strength, Upper Limb Coordination, Response Speed, Visual-Motor Control, and Upper Limb Speed and Dexterity.

• *KeyMath Diagnostic Arithmetic Test: Metric Supplement* by Austin J. Connolly; c1976; Preschool-Grade 6; American Guidance, Inc.

This supplement to the original kit is designed to assess progress in metric measurement. Thirty-one items cover five categories: Linearity, Mass, Capacity, Area, and Temperature.

• *Test of Language Development* (TOLD) by Phyllis L. Newcomer and Donald D. Hammill; 1976; Ages 4-8; Academic Therapy Publications.

This test of language development is based on a linguistic model of language and measures aspects of phonology, semantics, and syntax. It consists of the following subtests: Word Articulation, Word Discrimination, Oral Vocabulary, Picture Vocabulary, Grammatic Understanding, Sentence Imitation, and Grammatic Completion.

• Bush, W.J., and Waugh, K.W. *Diagnosing Learning Disabilities.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1976, Pp. 357, $10.95.

This book discusses the identification and classification of learning disabilities, behaviors typical of the deficiencies found in learning-disabled children, informal and clinical tests and diagnostic procedures, the interpretation of test and nontest data, the legal and ethical aspects of reporting, task analysis, and possible means of remediation. Twenty-four case studies are provided as examples. The appendix includes worksheets and behavioral profiles from such tests as the Stanford Binet, Wechsler Scales, and Detroit Test of Learning Aptitude. Finally, a listing of relevant resources, including instruments useful in evaluating learning disorders, is provided.

• Greenberger, Sue M. and Thum, Susan R. *Sequential Testing and Educational Programming* (STEP). San Rafael, California: Academic Therapy Publications, 1975. Pp. 224, $22.50.

This book is intended to serve as a guide to evaluating strengths and weaknesses and prescribing curriculum for pupils from preschool to grade six. The materials pertain to 24 developmental areas, ranging from basic levels of sensory input, organization, and output to complex activities of reading, writing, spelling, and artistic expression. For each of the developmental areas the workbook provides criterion-referenced objectives, assessment procedures and resources, learning-teaching activities, and a list of commercially available teaching materials.

Greenberger, Sue M. and Thum, Susan R. *Sequential Testing and Educational Programming for the Secondary Student* (Second STEP). San Rafael, California: Academic Therapy Publications, 1976, Pp. 272, $23.75.

This notebook is intended to serve as a resource guide to curricular approaches for students in grades 7-12 whose skills may vary from first- to twelfth-grade levels. The materials identify specific areas of ability, organize them developmentally, and translate them into specific goals and objectives; describe how to test and remediate each of the specific areas; and present pieces of commercially available curricula and correlate them with program goals and objectives.

Guilford, Joan S., Zimmerman, Wayne S., and Guilford, J.P. *The Guilford-Zimmerman Temperament Survey Handbook.* San Diego, California: Educational and Industrial Testing Service, 1976. Pp. xv + 457.

This handbook summarizes the application of the *Guilford-Zimmerman Temperament Survey* (GZTS) in research and technology over the past twenty-five years. It also provides guides for those who use the GZTS in counseling and psychotherapy. The various chapters discuss the characteristics of the GZTS and its use with specific groups and for specific purposes.

Horne, Eleanor V. *The Reliability and Validity of Criterion-Referenced Tests: An Annotated ERIC Bibliography.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, August 1975.

Each reference in this annotated bibliography is concerned with some aspect of establishing the reliability and validity of criterion-referenced tests.

• Jacobson, Sherman and Kovalinsky, Thomas. *Educational Interpretation of the Wechsler Intelligence Scale for Children-Revised.* Linden, New Jersey: Remediation Associates, 1976. Pp. 65.

This manual was prepared to focus on the WISC-R subtests in order to present meaningful teaching procedures and remedial techniques to school personnel. It presents for each subtest: the educational implication of each subtest, basic teaching procedures, samples of specific teaching exercises for the various grade levels that have proven successful for reaching children who have displayed a deficiency in a given area, and reference materials for use within each subtest.

• Klein, Stanley D. *Psychological Testing of Children: A Consumer's Guide.* Boston: The Exceptional Parent, 1975, Pp. 41, $2.95.

This manual consists of a series of 10 articles that appeared originally in *The Exceptional Parent.* The articles explain the specific nature and value of intelligence tests, personality tests, specialized tests for "brain injury," achievement, aptitude, and interest tests, and the general principles of psychological assessment. The intent is to enable consumers to know what tests are appropriate for which children and what can be expected from the testing process.

Porter, Deborah Elena and Wildemuth, Barbara. *State Assessment and Testing Programs: An Annotated ERIC Bibliography. Volume I: General References.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, November 1973. Pp. 19.

This first volume in a two-volume set consists of annotated references to documents that provide general discussions of state testing or assessment programs.

Rookey, T. Jerome. *Needs Assessment Model: East Stroudsburg.* East Stroudsburg, Pennsylvania: Educational Development Center, May 1975.

This workbook discusses the four primary steps involved in establishing a needs assessment project: goal definition, program assessment, needs identification, and decision making. The appendixes present materials used in the needs assessment model developed for East Stroudsburg.

• Symes, Dal S. *A Description and an Analysis of Tests for the Bilingual Child.* Santa Fe, New Mexico: Bilingual Teacher Training Unit, State Department of Education, November 1975. Pp. 9.

This brief compendium provides a detailed discussion of instruments that can be used to determine a child's language proficiency. The discussion of each test includes a description of the test and an assessment of its strengths and limitations.

Wildemuth, Barbara M. *Cheating: An Annotated Bibliography.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, October 1976. Pp. 31.

This bibliography consists of documents pertaining to research and discussions of cheating.

Wildemuth, Barbara and Porter, Deborah Elena. *State Assessment and Testing Programs: An Annotated ERIC Bibliography. Volume II: Individual State Programs.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, November 1976. Pp. 56.

The annotated citations in this bibliography refer to documents that discuss the programs of specific states. The entries are arranged by state.

• Zeitlin, Shirley. *Kindergarten Screening: Early Identification of Potential High-Risk Learners.* Springfield, Illinois: Charles C. Thomas, c1976. Pp. 304, $14.95.

The author discusses screening in terms of rationale, planning, tools, implementation, and follow-through.

The Anchor Test Study: An Annotated ERIC Bibliography. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, June 1976.

Each of the documents cited in this annotated bibliography deals with some aspect of the Anchor Test Study.

CSE Elementary School Test Evaluations: 1976 Edition. Los Angeles, California: Center for the Study of Evaluation, 1976. Pp. 620, $12.50.

This reference volume lists published, standardized tests which are categorized according to the major goals of elementary school education. Each test is evaluated using MEAN. MEAN is a quantifiable test-evaluation methodology with which tests are rated in terms of measurement validity, examinee appropriateness, administrative usability, and normed technical excellence.

Common Sense and Testing in English. Report of Task Force Measurement and Evaluation in the Study of English. Urbana, Illinois: National Council of Teachers of English, 1975, Pp. 33, $1.00.

This booklet includes the following chapters: Facets of English, Uses and Misuses of Test Information, Measurement of the Outcomes and Processes of Instruction in English, Standardized Tests and the Measurement of English Instruction, Criterion-Referenced and Domain-Referenced Tests, and the Measurement of English Instruction.

• *Help for Parents of Handicapped Children: An Annotated Bibliography.* King of Prussia, Pennsylvania: Pennsylvania Resources and Information Center for Special Education, 1976, Pp. 108.

This annotated bibliography was prepared in response to the need for an information resource to facilitate the relationship between the parent of the handicapped child and the special education professional. It includes journal articles, books, research reports, and media published between 1970 and 1975. The information is arranged into 12 categories: Parent Attitudes, Parent Awareness, Parent Counseling, Parent-Child Relations, Parent-Teacher Relationships, Parent Training/Participation, Parent Training/Behavior Modification, Parents' Rights, Testing/Evaluation, Bibliographies, Instructional Materials, and Films.

• *Preschool Resources: An Annotated Listing.* King of Prussia, Pennsylvania: Pennsylvania Resources and Information Center for Special Education, 1976. Pp. 15.

This annotated listing of films, instructional materials, and test information is intended to serve as a guide to resource material in early childhood special education. The instructional materials are categorized according to subject area: affective, language and speech development, math readiness, multicurriculums, perceptual skills, professional materials, reading readiness, science, and social studies.

Reading in America: A Perspective on Two Assessments. Reading Report 06-R-01. National Assessment of Educational Progress. Washington, DC: Government Printing Office (#017-080-01611-7), 1976, Pp. 42, $1.05.

This report compares the results of two national surveys of reading abilities, conducted in 1971 and 1975. Three areas of reading ability were tested: literal comprehension, inferential comprehension, and reference skills. Included are interpretive comments by a panel of six reading experts.

Notes

The American Projective Drawing Institute is offering two workshops in New York City this summer: Basic (July 25-27), and Advanced and Case Seminar (July 27-29). For details, contact Dr. Emanuel Hammer at the Institute.

The Undergraduate Assessment Program Council is offering for institutional use a combined set of services based on two established programs: The Graduate Record Examinations (GRE) and the Undergraduate Program for Counseling and Evaluation (UP). The new program is intended to help colleges and universities improve the effectiveness of their undergraduate curriculums through assessment. Measures to be offered by the program in this first year include GRE Advanced Tests, UP Field Tests, UP Area Tests, and the UP Aptitude Test.

New Addresses

Brunner/Mazel, Publishers
19 Union Square West (at 15th Street)
New York, New York 10003

Human Development Training Institute
7574 University Avenue
La Mesa, California 92041

Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Anothony M. Alfano
2518 Texal Drive
Kalamazoo, Michigan 49001

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

The American Projective Drawing Institute
381 West End Avenue
New York, New York 10024

Australian Council for Educational Research
Frederick Street
Hawthorn E. 2, Victoria, Australia

Bilingual Teacher Training Unit
State Department of Education
Santa Fe, New Mexico 87501

Brunner/Mazel, Publishers
19 Union Square West
(at 15th Street)
New York, New York 10003

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Center for the Study of Evaluation
Dissemination Office: ESTE
145 Moore Hall
University of California
Los Angeles, California 90024

Center for the Study of Human Sexuality
4105 Medical Parkway, Suite 205
Austin, Texas 78756

Charles C. Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, Illinois 62717

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Margaret M. Clifford
College of Education
Division of Educational Psychology, Measurement and Statistics
The University of Iowa
Iowa City, Iowa 52242

Victoria Colaiuta
45 Missoula Avenue
Butte, Montana 59701

Communication Skill Builders, Inc.
817 E. Broadway
P.O. Box 6081 - B
Tucson, Arizona 85733

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Department of Psychology
University of Idaho
Moscow, Idaho 83843

Cultural Study Center
Office of Minority Student Education
University of Maryland
College Park, Maryland 20740

D.A. Lewis Associates, Inc.
7801 Old Branch Avenue
Suite 201
Clinton, Maryland 20735

Kurt Danziger
Psychology Department
York University
4700 Keele Street
Downsview, Ontario, Canada

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George Peabody College for Teachers
Campus Box 165
Nashville, Tennessee 37203

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ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

ERIC Document Reproduction Service (EDRS)
Computer Microfilm International Corporation
P.O. Box 190
Arlington, Virginia 22210

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107

Educational Development Center
East Stroudsburg State College
East Stroudsburg, Pennsylvania 18301

Educational Testing Service
Princeton, New Jersey 08540

Evaluative Research Associates, Inc.
8444 Florissant Road
St. Louis, Missouri 63121

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Boston, Massachusetts 02116

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Washington, D. C. 20401

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Trinity College
Washington, D. C. 20017

Hodder and Stoughton, Ltd.
St. Paul's House
8/12 Warwick Lane
London, EC4, Great Britain

Houghton Mifflin Company
Pennington-Hopewell Road
Hopewell, New Jersey 08525

Walter W. Hudson
University of Hawaii at Manoa
School of Social Work
Hawaii Hall
2500 Campus Road
Honolulu, Hawaii 96822

Human Development Training
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7574 University Avenue
La Mesa, California 92041

The Instructional Objectives
Exchange
Box 24095
Los Angeles, California 90024

The Johns Hopkins University
Center for Social Organization
of Schools
Johns Hopkins University
Baltimore, Maryland 21218

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Palo Alto, California 94304

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Athens, Georgia 30602

National Auxiliary Publications
Service (NAPS)
Microfiche Publications
Division of Microfiche Systems
Corporation
440 Park Avenue South,
6th Floor
New York, New York 10016

National Council of Teachers of
English
1111 Kenyon Road
Urbana, Illinois 61801

Pennsylvania Resources and
Information Center for Special
Education
443 South Gulph Road
King of Prussia, Pennsylvania
19406

Person-O-Metrics
205-04 Williamsburg Road
Dearborn Heights, Michigan
48127

Psychologists and Educators,
Inc.
Suite 212
211 West State Street
Jacksonville, Illinois 62650

Remediation Associates, Inc.
P.O. Box 355
Linden, New Jersey 07036

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1428 East 7th Street
Plainfield, New Jersey 07062

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480 Meyer Road
Bensenville, Illinois 60106

Self Esteem Institute
934 Dewing Avenue
Lafayette, California 94549

Sewall Rehabilitation Center
Sewall Early Education
Developmental Program
1360 Vine Street
Denver, Colorado 80206

Sam Silbergeld
Mental Health Study Center
Division of Mental Health
Service Programs, NIMH
2340 University Boulevard East
Adelphi, Maryland 20783

Donna K. Smith
ARIN Intermediate Unit
Route 422, Box 175
Shelocta, Pennsylvania 15774

Stoelting Company
1350 South Kostner
Chicago, Illinois 60623

The Undergraduate Assessment
Program Council
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Princeton, New Jersey 08540

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Pamela Rosen, Editor
Vol. 11, No. 3

July 1977

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •.

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Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

A.C.S. Cooperative Examination-Biochemistry: Form 1977 by Examinations Committee; c1977; Grades 15-16 and Above; American Chemical Society.

Approximately one-third of the items in this test deal with the properties and structure-function relationships of biological molecules, including bioenergetics and enzyme activity. The remaining items cover intermediary metabolism and its control, the biochemistry of informational macromolecules, and biochemical methods.

A.C.S. Cooperative Examination-Brief Course in Organic Chemistry: Form 1977B by Examinations Committee; c1977; Grades 13-16 and Above; American Chemical Society.

This test covers the subject matter of a brief course in organic chemistry, including: bonding, isomerism, functional group recognition, IUPAC nomenclature, physical properties, acidity and basicity, characteristic reactions of major functional groups, reaction mechanisms, qualitative organic analysis, applications, lipids, carbohydrates, and proteins.

A.C.S. Cooperative Examination-Brief Qualitative Analysis: Form 1977B by Examinations Committee; c1977; Grades 13-16; American Chemical Society.

This test may be given as a semester test or as a supplemental test in combination with any of the General Chemistry tests.

A.C.S. Cooperative Examination-General Chemistry: Form 1977 by Examinations Committee; c1977; Grades 13-16; American Chemical Society.

The items on this test cover the following areas: stoichiometry and units; states of matter; acid-base chemistry including solution stoichiometry; equilibria including homogenous and heterogeneous; electrochemistry; thermochemistry and thermodynamics; descriptive chemistry; carbon or covalent compound chemistry; and laboratory.

A.C.S. Cooperative Examination in Physical Chemistry-Thermodynamics: Form 1976 by Examinations Committee; c1976; Grades 13-16 and Above; American Chemical Society.

This end-of-year test consists of 45 items covering equilibrium, electrochemistry, states of matter, and phase equilibria.

A.C.S. Cooperative Examination-Inorganic Chemistry: Form 1976 by Examinations Committee; c1976; Grades 15-16 and Above; American Chemical Society.

This test covers theoretical and descriptive inorganic chemistry including nomenclature, bonding, structure, reaction mechanisms, coordination chemistry, and thermodynamics of inorganic elements and compounds.

ACS-NSTA Cooperative Examination-High School Chemistry: Form 1977 by Examinations Committee; c1977; Grades 10-12; American Chemical Society.

Appropriate for students who have completed two semesters of chemistry, the test deals with understanding of fundamental concepts and the application of basic principles in such areas as structure, bonding, and the use of the periodic chart.

ACS-NSTA Cooperative Examination-High School Chemistry: Form 1977 ADV by Examinations Committee; c1977; Grades 10-12; American Chemical Society.

Designed specifically for advanced and honors courses in high school chemistry, the test covers ten areas: atomic structure (including nuclear); chemical bonding, molecular geometry, carbon chemistry; thermodynamics; kinetics; solids, liquids, gases, solutions; acid-base chemistry; electrochemistry; chemical periodicity; descriptive chemistry and stoichiometry; and laboratory procedures and techniques.

• *American School Achievement Tests: Revised Edition* by Willis E. Pratt, George A. W. Stouffer, and Joan R. Yanuzzi; c1975; Grades 1-9; Bobbs-Merrill Company, Inc.

This battery of achievement tests measures pupil progress, aids in the placement of students or individualization of instruction, and provides diagnostic information. It is available at four levels:

Primary Battery 1 (Grade 1)
Subtests are: Word Recognition, Word Meaning, and Numbers.

Primary Battery 2 (Grades 2-3)
Subtests are: Sentence and Word Meaning, Paragraph Meaning, Arithmetic Computation, Arithmetic Problems, Language Usage, and Spelling.

Intermediate Battery (Grades 4-6)
Subtests are: Sentence and Word Meaning, Paragraph Meaning, Arithmetic Computation, Arithmetic Problems, Language (Correct Usage, Punctuation, Capitalization, Sentence Recognition, Grammar, Spelling), Social Studies, Science.

Advanced Battery (Grades 7-9)
Subtests are: Sentence and Word Meaning, Paragraph Meaning, Arithmetic Computation, Arithmetic Problems, Language (Correct Usage, Punctuation, Capitalization, Sentence Recognition, Grammar), Social Studies, and Science.

• *Arithmetic Concept Individual Test* by Gerald Melnick, S. Freeland, Barry Lehrer; 1972; Primary-Level Educable Mentally Retarded Children; Gerald Melnick.

Based on Piagetian concepts, the test is designed to assess the process by which students handle quantitative relations and to provide a diagnosis as to why particular children do not progress in their arithmetic skills. It consists of tasks related to seriation, classification, class inclusion, differentiation of length and number concepts, one-to-one correspondence, conservation of number, and spatial relations.

• *Arithmetic Concept Screening Test* by Gerald Melnick, George Mischio, Jerry Bernstein, and Barry Lehrer; 1971; Primary-Level Educable Mentally Retarded Children; Gerald Melnick.

The test is designed for placement and evaluation of EMR children with respect to their arithmetic skills. It consists of 123 items divided into five subtests reflecting six levels of difficulty. Major factors covered by the test include: Basic Concepts, One-to-One Correspondence, Rational Counting, More and Less, Identification of Symbols, Reversibility of Addends, Ordinal Numbers, Recognition of Numbers, and Basic Addition and Subtraction Facts. While developed for use with an EMR population, the test may also be appropriate for culturally disadvantaged and young children.

• *Basic Inventory of Natural Language* by Charles H. Herbert; c1977; Kindergarten-Grade 8; CHEC-point Systems.

This criterion-referenced system is designed to assess students' language dominance, proficiency, and growth. The child is asked to tell a story about a picture or series of pictures using either his first or second language. Analysis of this language sample yields a language profile which consists of scores for Fluency, Level of Complexity, and Average Sentence Length. The manual includes a section, Prescription Activities, that enables the teacher to prescribe appropriate language development activities based on the child's language profile.

• *CSUF Spanish Language Arts Tests* by Martha G. Randeri and David L. Dickson; 1974; Grades 3-6; Bilingual-Bicultural Education Program, CSU-Fullerton.

This series of tests assesses the Spanish-speaking student's achievement in phonics/spelling, grammar, and reading comprehension. Tests are provided at four levels and are in Spanish.

• *Comprehensive Tests of Basic Skills: Expanded Edition, Form T* (CTBS/T); c1975; Grades 2.5-12.9; CTB/McGraw-Hill.

This revision and expansion of *CTBS, Forms Q and R* is a series of batteries comprising four overlapping levels covering grades 2 through 12. The tests use a process/content classification system and are designed to measure the level of attainment of language, number, and problem-solving skills required for academic study and for everyday needs outside of school. Each of the four levels yields the following subscores: Reading (Vocabulary, Comprehension), Language (Spelling, Language Expression, Language Mechanics), Mathematics (Computation, Concepts and Applications), Reference Skills, Science, and Social Studies.

• *Craig Lipreading Test* by William N. Craig; Not Dated; Preschool and Above; Western Pennsylvania School for the Deaf.

Intended to aid in the assessment of the communication level of deaf individuals, this test was designed to provide meaningful lipreading scores for individuals having either extensive or limited vocabularies and, at the same time, to maintain a representative inventory of English phonemes. The test uses two forms of a word test to inventory selected phonemes and two forms of a sentence test to assess lipreading for more complete language patterns.

Criterion-Referenced Tests: Reading Tactics by Olive Stafford Niles and J. Jaap Tuinman; c1977; Grades 7-12; Scott, Foresman and Company.

This series of criterion-referenced tests is available at six levels. The objectives for each test are grouped in the following areas: Word Attack: Context; Word Attack: Structure; Word Attack: Sound; Word Attack: Dictionary, Inferences, Central Focus, Relationships, Sentence Meaning, Judgments, Figurative Language, and Imagery.

• *Deep Test of /s/ Perception* by J. L. Keely and Charles L. Madison; Not Dated; Ages 5-10; Charles L. Madison.

This listening task evaluates the child's ability to distinguish /s/ from /θ/ in isolation and in initial, medial, and final positions of real and nonsense words.

• *Del Rio Language Screening Test* by Allen S. Toronto, D. Leverman, Cornelia Hanna, Peggy Rosenzweig, and Antoneta Maldonado; c1975; Ages 3-7; National Educational Laboratory Publishers, Inc.

This screening instrument was designed to identify the child with deviant language skills for his age, language, and background. The test consists of five subtests, each of which assesses a specific function important to the language learning process: Receptive Vocabulary, Sentence Repetition-Length, Sentence Repetition-Complexity, Oral Commands, and Story Comprehension. Each subtest can be used separately or in combination with other subtests. If the child is bilingual, both

the English and Spanish versions of the test may be administered.

• *Johnson Basic Sight Vocabulary Test* by Dale D. Johnson; c1976; Grades 1-2 and Remedial Reading Classes; Personnel Press.

The purpose of this test is to assess pupils' sight recognition of a basic vocabulary of 300 high-frequency words.

• *KeyMath Diagnostic Arithmetic Test: Metric Supplement* by Austin J. Connolly; c1976; Preschool-Grade 6; American Guidance Service, Inc.

This supplement to the original test is designed to assess student progress in metric measurement. The 31 items involve three skills: the recognition of symbols and various metric units, computation and/or conversion from one metric unit to another, and reading and estimating measurements. The content covers: linearity, mass, capacity, area, and temperature.

• *Kindergarten Language Screening Test* by Sharon V. Gauthier and Charles L. Madison; c1975; Ages 4 and 5; Charles L. Madison.

This screening device is designed to compare the level of kindergarten children's current language abilities with a level appropriate for their age and grade. It is not intended to specify the exact nature of a language problem.

• *McCarthy Individualized Diagnostic Reading Inventory: Revised Edition* by William G. McCarthy; Grades 2-Adults; Educators Publishing Service, Inc.

The Inventory is designed to enable the teacher to diagnose and plan for each pupil's individual needs in reading. It can also be used to identify each pupil's level of reading ability for purposes of placement.

• *Matrix Test of Referential Communication* by Stephen Greenspan; 1974; Grades 1-6; Stephen Greenspan.

The test assesses communicative egocentrism using a three-by-three matrix board and colored, geometric shapes. The child is asked to dictate instructions that would enable a hypothetical other child who is unable to see the subject's board to replicate a design that the subject has made on his matrix board. Scoring of the instructions provides a measure of the child's cognitive-developmental level in an area of functioning that plays an important part in Piagetian theory.

• *Moreno Quick Language Assessment Inventory* by Steve Moreno; c1974; Kindergarten-Grade 6; Moreno Educational Company.

This device is intended as a screening instrument for the placement of students in English as a Second Language (ESL) or bilingual programs. Results of the screening place students in one of four categories: Mainly English Speaker, Transitional English Speaker, Beginning English Speaker, and Mainly Spanish Speaker.

• *Nelson Reading Skills Test* by Gerald Hanna, Leo M. Schell, and Robert Schreiner; c1977; Grades 3-9; Houghton Mifflin Company.

This test consists of three overlapping levels appropriate for grades 3-4, 5-6, and 7-9. All three levels yield scores for Word Meaning and Reading Comprehension. The following optional subtests are also available: Sound-Symbol Correspondence, Root Words, Syllabication, and Reading Rate.

• *Oral Stereodiagnostic Discrimination Test* by Charles L. Madison and Donald J. Fucci; Not Dated; Ages 5-Adults; Charles L. Madison.

This 20-item task measures tactile-kinesthetic three-dimensional form perception in the mouth. It requires respondents to make "same" or "different" judgments about selected pairs of three-dimensional plastic forms which are placed in their mouths.

• *Pictorial Test of Bilingualism and Language Dominance* by Darwin Nelson, Michael J. Fellner, and C. L. Norrell; c1975; Ages 4-6; Texas Testing Service.

The major purpose of this test is to provide procedures for the objective measurement of language facility in English and Spanish. Results are used to place children in six diagnostic categories: English dominant, Spanish dominant, bilingual, language deficient, further testing advised for possible learning and language disorders or mental retardation, and pseudo-bilingual. The test is in two parts. Part I, Oral Vocabulary, consists of 40 pictures designed to elicit a particular vocabulary word. Part II, Oral Language Production, is recommended when additional information on bilingual language facility is required, and deals with the child's use of language structure.

• *Reading and Following Directions Test* by Clarence R. Calder, Jr.; Not Dated; Ages 8-11; Clarence R. Calder, Jr.

The test consists of 17 items that ask the student to read directions and perform simple manipulative paper-and-pencil tasks. The instructions become more complex with each succeeding item.

• *Test of Language Development* by Phyllis L. Newcomer and Donald D. Hammill; c1977; Ages 4-8; Academic Therapy Publications.

This test of language development measures selected aspects of semantics, syntax, and phonology. It consists of the following subtests: Picture Vocabulary, Oral Vocabulary, Grammatic Understanding, Sentence Imitation, Grammatic Completion, Word Discrimination, and Word Articulation.

• *Time Understanding Inventory* by Ruth K. Forer and Barbara K. Keogh; Not Dated; Grades 1-6; Barbara K. Keogh.

The inventory is composed of a cognitive section and a perceptual section. The cognitive section assesses children's

knowledge and understanding of time within four major areas: subjective time, objective time, historic time, and time estimation. The perceptual section requires the child to demonstrate knowledge of the mechanics of time and consists of four subtests: Draw-A-Clock, Clock Matching, Clock Fill-in, and Time Recognition.

• *Trainable Achievement Record* by Don Soule and Mallie Stocks; c1975; Any age, mental age 1 1/2-8 years; Resources and the Retarded.

Developed to measure skills taught in classes for trainable or moderately retarded children, this individually administered test yields an achievement age (AA) score in years and months. The test is administered using verbal directions but it does not require verbal responses. The subtests are: Verbal Concepts, Numerical Concepts, and Spatial Concepts.

Watson Diagnostic Mathematics Test: Fourth Edition, Intermediate by G. Milton Watson; c1973; Grades 7-10; Book Society of Canada, Ltd., Canada.

This test is concerned with skills in addition, subtraction, multiplication, and division using whole numbers, decimals, and fractions. In addition, it includes items pertaining to rules of signs, decimals, fractions, and percents.

Watson Diagnostic Mathematics Test: Fourth Edition, Junior by G. Milton Watson; c1973; Grades 4-6; Book Society of Canada, Ltd., Canada.

This test deals with the ability to add, subtract, multiply, and divide using whole numbers and fractions.

• *Watson Diagnostic Mathematics Tests: Fourth Edition, Primary* by G. Milton Watson; c1973; Grades 1-3; Book Society of Canada, Ltd., Canada.

This diagnostic test provides subscores for basic concepts, counting, addition, subtraction, multiplication, fractions, and time.

APTITUDE

Application of Generalizations Test by Norman E. Wallen; 1969; Grades 5 and Above; Norman E. Wallen.

The test is designed to measure the ability to apply generalizations to new situations in order to make defensible inferences. The focus is on generalizations emphasized in the Taba Social Studies Curriculum.

• *Flexibility in Finding Meanings Test* by Walter H. MacGinitie; Not Dated; Ages 9-20; Walter H. MacGinitie.

The test is designed to measure the ability to shift conceptual sets in order to find an appropriate meaning for a multiple-meaning word. It is in the form of a vocabulary test in which the correct answer is embedded among other words that are associated with a different meaning. The respondent must be able to recognize word meanings in these misleading contexts. The test was developed for use in an investigation of the vocabulary development of deaf children.

Formal Operations Test-Biology by William M. Bart; 1972; Ages 13 and Above; William M. Bart.

The test measures formal reasoning ability using 30 logic items with biological content. Each item requires a simple deduction through use of logical rules of inference in order for the validly deducible response to be recognized.

Formal Operations Test-History by William M. Bart; 1972; Ages 13 and Above; William M. Bart.

The test measures formal reasoning ability using 30 logic items with historical content. Each item requires a simple deduction through use of logical rules of inference in order for the validly deducible response to be recognized.

Formal Operations Test-Literature by William M. Bart; 1972; Ages 13 and Above; William M. Bart.

The test measures formal reasoning ability using 30 logic items with literary content. Each item requires a simple deduction through use of logical rules of inference in order for the validly deducible response to be recognized.

Interview Test of Critical Thinking by Norman E. Wallen; 1966; Grades 9-12 and Above; Norman E. Wallen.

Critical thinking is evaluated through a structured interview with the student. The interview consists of 12 questions pertaining to the topic of sleep learning. Scoring is completed by comparing answers to each question with examples given.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

• *Achievement Anxiety Scale for Children* by Diane Stanford, William N. Dember, and L. Bradley Stanford; 1963; Grade 3; William N. Dember.

This test was constructed by translating each adult item of the *Alpert-Haber Achievement Anxiety Scale* into language that would be meaningful to third-graders. It provides a measure of anxiety about academic achievement and the test-taking experience.

• *Achievement-Related Affect Scale* by Daniel Solomon and Judy Yaeger; Not Dated; Ages 8-12; Daniel Solomon.

This 20-item scale is based on the assumption that achievement motivation contains elements of behavioral striving for success and of affect associated with both success and failure. The items deal with school, peer competition in games and sports, and individual achievement efforts. Some of the items

involve externally defined achievement standards, while others involve internal standards.

Developmental Survey of Risk-Taking Behavior by John W. Hollender; 1974; Ages 10-Adults; John W. Hollender.

Designed to provide a measure of impulsivity, the survey consists of items that indicate age-relevant risky behavior and are grouped according to developmental time periods.

• *"Faces" Attitude Inventory* by Eui-Do Rim; Not Dated; Kindergarten-Grade 3; Eui-Do Rim.

This 20-item inventory is designed to measure children's attitudes toward school and toward mathematics. Each item consists of a question about a specific problem situation and a corresponding picture depicting the situation. The children indicate their responses by marking one of three faces (happy, plain, unhappy) printed beneath each picture.

How I Describe My Feelings by Eui-Do Rim; Not Dated; Grades 6-12; Eui-Do Rim.

This instrument measures student self-concept and attitudes toward school and mathematics.

How I Feel About Science by Eui-Do Rim; 1971; Ages 3-8; Eui-Do Rim.

This 36-item questionnaire is intended to measure six aspects of children's attitude toward science: attitude toward science class, liking for science in comparison with other school subjects, anxiety about science class, self-direction in science, attitude toward science and science professions, and general attitude toward school.

• *How I Perceive Myself* by Eui-Do Rim; Not Dated; Kindergarten-Grade 3; Eui-Do Rim.

This instrument is designed to measure the child's self-concept with respect to what he thinks about himself and what he thinks his classmates think about him.

• *Locus of Control Interview* by Charlotte Malasky, Milton F. Shore, and Norman A. Milgram; circa 1971; Ages 4-9; Milton F. Shore.

This semi-structured interview uses the experiences of a preschool child to provide opportunities to explore the child's knowledge and understanding regarding control over himself and the environment.

• *Martinek-Zaichkowsky Self-Concept Scale for Children* by Thomas J. Martinek and Leonard D. Zaichkowsky; c1977; Grades 1-8; Psychologists and Educators, Inc.

This nonverbal, culture-free instrument is designed to measure children's global self-concept. It encompasses five factors: Satisfaction and Happiness; Home and Family Relationships and Circumstances; Ability in Games, Recreation, and Sports; Personality Traits and Emotional Tendencies; Behavioral and Social Characteristics in School. Since the scale requires little or no reading ability, it can be administered to non-English-speaking children.

Mathematics Anxiety Rating Scale by Richard M. Suinn; c1972; College Students; Rocky Mountain Behavioral Science Institute.

This self-rating scale consists of 98 items, each of which represents a situation that may arouse anxiety. The respondent indicates the level of anxiety associated with each item.

Morrison's Passive Aggression Scale for Pupils by Evelyn Morrison; Not Dated; Grades 5-12; Evelyn Morrison.

This 15-item rating form is designed to measure passive aggression on the part of the pupil as perceived by the teacher. The items reflect such attitudes as quiet rebellion, negativism, obstinacy, and lack of responsibility.

• *Objectives-Based Test Collection-Affective Measures: Attitude Toward School (Elementary)* by Elaine L. Lindheim and Caren M. Gitlin; c1977; Grades 1-8; Instructional Objectives Exchange.

This set contains the *School Sentiment Index* and two self-report measures pertaining to pupils' attitudes and perceptions regarding each of the following dimensions: learning, peer social behavior, class operations, classroom physical environment, and school subjects. The set includes a set of equivalent measures in a format appropriate for use with pre-readers.

Objectives-Based Test Collections-Affective Measures: Attitude Toward School (Secondary) by Elaine L. Lindheim and Caren M. Gitlin; c1977; Grades 9-12; Instructional Objectives Exchange.

This set includes the *School Sentiment Index*, which provides a comprehensive measure of attitude toward school, and a series of measures dealing with distinct dimensions of attitude toward school. These dimensions are: learning, peer social behavior, class operations, classroom physical environment, learning methods and stimuli, and school subjects. For each of the dimensions, two different self-report measures are provided. One elicits learner responses directly while the other employs a less direct approach.

Parent Attitudes Toward Stuttering Checklist by Eugene B. Cooper; c1976; Adults; Eugene B. Cooper.

This 25-item checklist is designed to elicit information on parents' attitudes toward their child's stuttering.

Parent Evaluation Scales by Joseph B. Cooper; Not Dated; Grade 9 and Above; Joseph B. Cooper.

This 26-item scale is designed for assessing attitudes of children toward parents. There is one form for fathers and one form for mothers. The original 50-item version was developed for use in a study of ideological similarity between college-age subjects and their parents.

Sex Role Preference Questionnaire by Aletha Huston Stein; 1973; Grades 6-9; Aletha Huston Stein.

This 25-item questionnaire was designed to permit independent assessment of masculine and feminine preferences while, at the same time, tapping the extent to which the individual prefers masculine or feminine activities as that individual defines them.

Stuttering Attitudes Checklist by Eugene B. Cooper; c1976; Open Range; Eugene B. Cooper.

This 25-item checklist is designed to elicit a person's attitudes toward his or her own stuttering behavior.

Suinn Test Anxiety Behavior Scale by Richard M. Suinn; c1971; Grades 13-16 and Adults; Rocky Mountain Behavioral Science Institute.

This 50-item, self-rating scale can be administered individually or to groups. Each item on the scale represents a situation, related to test taking, that may arouse anxiety. The respondent indicates the level of anxiety associated with each item.

• *Symbolic Measure of Authoritarianism* (SF-Test) by H. Wayne Hogan; 1970; Ages 5 and Above; H. Wayne Hogan.

Designed to provide a measure of authoritarianism and tolerance of ambiguity, the test consists of 15 pairs of line drawings and number arrangements. In each pair, one drawing or arrangement is less complete, more ambiguous, or less symmetrical than the other. The respondent indicates which element of each pair he likes best.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

• *Behavior in School Inventory* by M. B. Youngman; Not Dated; Ages 9-13; M. B. Youngman.

The inventory consists of 34 classroom behavior items designed to assess a child's adjustment to school in terms of overt behavior rather than expressed attitudes or feelings. It can be scored to produce an overall adjustment scale and three subscales: studiousness, compliance, and teacher contact. The inventory can be completed either by the child about himself or by the teacher about the child.

• *Behavior Maturity Checklist II* by Don Soule, Jim Bell, and Dave Smith; 1977; Any age, mental age 1 month-8 years; Resources and the Retarded.

This measure of behavior development is intended for use primarily with the severely and profoundly retarded. Information about the subject is obtained from someone who is familiar with the child's behavior and self-care habits. The Checklist yields a behavior age (AB) score in years and months. Subtests are: Dressing, Grooming, Eating, Toileting, Language, and Social Interaction. Information is also obtained for ambulation and mobility.

• *Burks' Behavior Rating Scales: Parent Form* by Harold F. Burks; c1975; Grades 1-8; Arden Press.

The scales are specifically designed to identify patterns of pathological behavior shown by children. This form enables parents to rate a child's behavior in terms of 19 behavioral categories: excessive self blame, excessive anxiety, excessive withdrawal, excessive dependency, poor ego strength, poor physical strength, poor coordination, poor intellectuality, poor academics, poor attention, poor impulse control, poor reality contact, poor sense of identity, excessive suffering, poor anger control, excessive sense of persecution, excessive aggressiveness, excessive resistance, and poor social conformity.

• *Child Behavior Characteristics Form* by Edgar F. Borgatta and David Fanshel; 1970; Ages 7-17; David Fanshel.

The 115 items constituting this behavior rating scale can be divided into 27 component scores. These can be further consolidated into 16 component scores: alertness-intelligence, learning difficulty, responsibility, unmotivated-laziness, agreeableness, appetite, sex precociousness, overcleanliness, sex inhibition, activity, assertiveness, defiance-hostility, emotionality-tension, infantilism, withdrawal, and likeability.

Client and Clinician Perceptions of Stuttering Severity by Eugene B. Cooper; c1976; Open Range; Eugene B. Cooper.

This form is intended to elicit information on the severity of a person's stuttering based on the clinician's observations and the client's own perceptions.

Concomitant Stuttering Behavior Checklist by Eugene B. Cooper; c1976; Open Range; Eugene B. Cooper.

This checklist consists of 32 stuttering-related behaviors that may assist in identifying stuttering behaviors and in assessing behavioral changes resulting from therapy. The behaviors are categorized into five areas: posturing behaviors, respiratory behaviors, facial behaviors, syntactic and semantic behaviors, and vocal behaviors.

Counseling Services Assessment Blank by James C. Hurst and Richard G. Weigel; c1968; Adults; Rocky Mountain Behavioral Science Institute.

Developed for use in the evaluation of services provided by counseling agencies, the questionnaire elicits client self-diagnosis in terms of the Missouri Diagnostic Classification Plan. Clients' satisfaction with agency services is evaluated in relation to their problems as they perceive them. Scoring services are available.

• *Group Test for Assessing Hand and Eye Dominance* by Herbert F. Crovitz and Karl E. Zener; 1962; Kindergarten and Above; Herbert F. Crovitz.

This test is designed to provide a quantitative measure of hand and eye dominance.

• *Hunter's Teacher Report Card* by Elizabeth Hunter; 1972; Kindergarten-Grade 12; Elizabeth Hunter.

This informal instrument is designed to provide feedback to teachers about their pupils' thoughts and feelings about school and the teacher.

• *Individual Pupil Profile* by Anne Potter and Steven Berman; c1975; Preschool-Grade 2; Center for Multiple Handicapped Children.

The profile is designed to provide for assessing the functional levels, and charting the progress of multiple-handicapped children. It deals with six major functional areas: Intellectual Functioning, Academic Achievement, Perceptual-Motor Skills, Physical Functioning and Self-Help Skills, Communication, and Social-Emotional Development.

• *Inventory of Language Abilities* by Esther H. Minskoff, Douglas E. Wiseman, and J. Gerald Minskoff; c1972; Kindergarten-Grade 2; Educational Performance Associates.

This screening device is designed to aid in the identification of children with possible language learning disabilities. The areas covered are: Auditory Reception, Visual Reception, Auditory Association, Visual Association, Verbal Expression, Manual Expression, Auditory Memory, Visual Memory, Grammatic Closure, Visual Closure, and Auditory Closure and Sound Blending.

• *Oral Vibrotactile Stimulation for Threshold Sensitivity* by Donald J. Fucci and Dan H. Kelly; 1972; Ages 5 and Above; Donald J. Fucci.

This instrument is an apparatus designed for the vibrotactile stimulation of the tongue. It gives the experimenter control of those spatial and psychophysical parameters affecting the determination of vibrotactile sensitivity of the tongue.

Parental Contact Scale by John W. Hollender; Not Dated; Ages 10-Adults; John W. Hollender.

This scale represents an attempt to measure the frequency of affectionate physical contact which the respondent experienced with his parents over three periods of time: from the first through fourth grades, from the fifth through eighth grades, and from the ninth through twelfth grades.

• *Pattern Walking Test* by Barbara K. Keogh; Not Dated; Ages 9-14; Barbara K. Keogh.

This experimental technique provides a measure of visuomotor spatial organization. The test consists of ten designs or geometric figures which the child is asked to reproduce by walking.

• *Pittsburgh Auditory Tests* (PAT) by Helen B. Craig, William N. Craig, and Cynthia Sehlin; 1975; Preschool-Grade 12; Western Pennsylvania School for the Deaf.

This battery of tests is designed to measure the specific auditory discrimination skills of hearing-impaired children. It consists of ten subtests: Duration of Gross Sounds, Duration of Words and Phrases, Vowel Discrimination, Simple Vocabulary Discrimination, Sentence Discrimination, Transition Test, Intonation in Conversation, Simple Commands, Five-Syllable Sentence Test, and Ten-Syllable Sentence Test. It is not intended that the entire battery be given at once, but rather, that a test be selected which is appropriate both to the age of the child being evaluated and to the concepts under investigation at any one time.

• *Psycho-Educational Battery* by Lillie Pope; c1976; Kindergarten-Grade 12 and Adults; Book-Lab, Inc.

This battery is designed to facilitate educational planning for individual learners by providing performance data that enable the teacher to identify the individual's needs. Observations are made of the individual's functional competence in the areas of Motor Performance; Sensory and Perceptual Performance; Language, Cognition, and Memory; and Reading, Spelling, and Arithmetic.

• *Schenectady Kindergarten Rating Scales* by W. Glenn Conrad and Jon E. Tobiessen; c1969; Kindergarten; W. Glenn Conrad.

This battery of 13 teacher rating scales was developed to measure behavioral dimensions related to a child's school achievement and emotional adjustment. It provides a method for screening kindergarten children so that preventive or remedial programs can be provided for those who are deficient in language, motor, cognitive, or social development.

Sequential Testing and Educational Programming for the Secondary Student by Sue Madway Greenberger; c1977; Grades 7-12; Academic Therapy Publications.

This criterion-referenced system is designed to assess students' developmental skills and to prescribe appropriate learning activities.

Situation Avoidance Behavior Checklist by Eugene B. Cooper; c1976; Open Range; Eugene B. Cooper.

This checklist consists of 50 situations that the stutterer might try to avoid because of his stuttering behavior. The situations pertain to behavior in the home, school, and community.

• *Speech Rating Scale for Children with Severe Speech Lags and Psychosis* by Theodore Shapiro; 1967-68; Ages 18 months-6 years; Theodore Shapiro.

This rating scale of speech behavior provides a measure of psychotic children's communicativeness within a developmental framework. Tape-recorded 10-minute interviews are scored in two dimensions: morphology and function. For morphology, each utterance is assigned to one of 21 categories that distinguish between prespeech and speech production. For function, 25 items are divided between noncommunicative and communicative speech.

Student Rating of Teacher Effectiveness by L. Grant Somers and Mara L. Southern; 1974; Grades 7-8; Mara L. Southern.

Designed to enable junior-high-school students to evaluate their teachers, the scale is based on eight student-generated traits relating to teacher effectiveness.

• *Stuttering Chronicity Prediction Checklist* by Eugene B. Cooper; c1976; Ages 5-18; Eugene B. Cooper.

This research instrument was developed to aid in the differentiation between the spontaneous and the episodic stutterer. The 27 items are arranged into three areas: historical indicators of chronicity, attitudinal indicators of chronicity, and behavioral indicators of chronicity.

Stuttering Frequency and Duration Estimate by Eugene B. Cooper; c1976; Open Range; Eugene B. Cooper.

This form is used to elicit information on the nature of the child's stuttering problem. The child is asked to respond to some questions, recite the alphabet, and read a passage. After each task, the examiner records, among other things, the number of stuttered syllables and the duration of the stuttering block.

Testwiseness Test by Orval G. Johnson; Not Dated; Grades 7-12 to Adults; Orval G. Johnson.

Each of the eight items in this test is designed to demonstrate one of the pitfalls in item construction. The items contain nonsense words in order to demonstrate that even without meaningful content, the testwise individual can get correct answers.

• *Two-Alternative Perception Test* by Lisl M. Goodman; 1973; Ages 3 and Above; Lisl M. Goodman.

Designed to investigate whole vs. part perception, the test consists of three parallel sets of nine drawings. Each drawing can be seen as a representation of one whole object or as a collection of separate objects. On the basis of perceptual scores, respondents are classified into one of three categories: Whole-dominant, Part-dominant, and Neutral.

• *Watts Articulation Test for Screening* (WATS) by Shirley Ann Watts and Earlene Tash Paynter; 1971; Ages 3.5-8.5; Earlene Tash Paynter.

This screening test is designed to facilitate identification of children who need full diagnostic evaluation of articulation. The test employs a stimulus picture depicting a farm scene. The examiner presents several stimulus questions or statements to elicit spontaneous speech response. There are 42 sound elements elicited from 28 stimulus words.

Announcements Received

• *Boyd Developmental Progress Scale* by Robert D. Boyd; c1974; Birth-8 Years; Inland Counties Regional Center, Inc.

This individually adminstered scale is designed to measure significant aspects of the child's growth and development in the following skill areas: Motor, Communication, and Self-sufficiency.

• *Brekken Drouin Developmental Spot* by L. Brekken, C. Drouin, M. Read, and B. Nelson; Birth-5 Years; Children's Developmental Services.

The child's development in everyday situations is assessed via observation of his behavior in the home (infant) or in a preschool program. The behaviors observed include: Gross Motor, Perceptual Motor, Fine Motor, Language, and Social Self-help.

• *CRT/CRT Mastery Program for Grades 3-9;* Grades 3-9; Science Research Associates, Inc.

This program is designed for users who wish to administer two short mastery tests at the same time and have each scoring report show the results for both tests.

• *CTBS Readiness Test;* c1977; Kindergarten-Grade 1.3; CTB/McGraw-Hill.

This readiness measure is designed to determine if children are ready to begin formal reading instruction and to identify their strengths and weaknesses by specific skill clusters. The test covers such prereading skills as Letter Names, Letter Forms, Listening for Information, Letter Sounds, Visual Discrimination, and Sound Matching.

• *California Achievement Tests: Forms C and D;* c1977; Kindergarten-Grade 12; CTB/McGraw-Hill.

This new battery of achievement tests measures knowledge and understanding in reading, mathematics, language, spelling, and reference skills at 10 overlapping levels covering kindergarten through grade 12. It provides for both norm-referenced and criterion-referenced interpretation of test results.

• *Carolina Developmental Profile* by David L. Lillie and Gloria L. Harbin; Ages 2-5; Kaplan Press.

This behavior checklist is intended as an aid in determining the educational needs of a child. It covers the following behavioral areas: gross motor, fine motor, perception, reasoning, receptive language, and expressive language. The checklist is individually administered using a variety of props.

• *Child Development Assessment Form* by T. Thomas McMurrain and Fan Brooke; c1975; 3-6 Years; Humanics Associates.

A checklist of representative skills and behaviors, this device is designed to help the teacher and parent observe the child in different areas of development and to observe his progress. The developmental areas covered are Cognitive, Social-Emotional, Motor Skills, and Hygiene and Self-Help. The form is completed by observing the child in everyday situations.

• *Daberon* by Virginia A. Danzer and Theresa M. Lyons; c1972; Ages 4-6; Daberon Research.

A series of 124 tasks is used to determine a child's readiness for academic learning. The areas covered are: knowledge of body parts, color and number concepts, functional use of prepositions, plurals, ability to follow directions, general knowledge, visual perception, gross motor development, and ability to categorize.

• *Dallas Preschool Screening Test* by Robert R. Percival and Suzanne C. Poxon; c1972; Ages 3-6; Dallas Educational Services.

This instrument is designed to eliminate the testing of small children by screening a child's primary learning areas. The test covers: Psychological, Auditory, Visual, Language, Motor, and Articulation. It can be used with Spanish-speaking children, if the examiner is also Spanish-speaking.

• *Delco-Elfman Developmental Achievement Test* by Rose Marks Elfman; c1974; 6 months-6 years; Delaware County Intermediate Unit.

Designed to determine the handicapped child's present level of functioning, this test can be an aid in preparing an individual education plan. It deals with functioning within three areas: Physical (mobility, visual motor), Social (oral communication, self-help, interpersonal), and Intellectual (information, cognition, oral comprehension/memory).

• *Fargo Preschool Screening Test;* Age 4; Fargo Public Schools.

The test is intended to identify the child with potential learning problems. The child is asked to perform 42 tasks within the following areas: Associate Skills, Math Concepts, Memory Skills, Motor Skills, Sensory Skills, and Social Responsiveness.

Harrington/O'Shea System for Career Decision-Making (CDM) by Thomas Harrington and Arthur O'Shea; Grades 9-12; Interpretive Scoring Systems.

The CDM system provides a framework for self-analysis of six areas critical to career decision-making: occupational choices, school subjects, future education or training plans, job values clarification, abilities, and interests.

Jackson Personality Inventory by Douglas N. Jackson; Grades 9-16 and Adults; Research Psychologists Press.

The Inventory assesses personality variables relevant to a person's functioning in a variety of settings. It consists of 320 true-false items distributed over 16 scales: Anxiety, Breadth of Interest, Complexity, Conformity, Energy Level, Innovation, Interpersonal Affect, Organization, Responsibility, Risk Taking, Self-Esteem, Social Adroitness, Social Participation, Tolerance, Value Orthodoxy, and Infrequency.

Millon Multiaxial Clinical Inventory by Theodore Millon; Adults; Interpretive Scoring Systems.

This personality and psychiatric symptom inventory consists of 175 self-descriptive items. Twenty scales differentiate enduring personality features from more transient symptom disorders.

Motivation and Potential for Adoptive Parenthood Scale by B. W. Lindholm and J. Touliatos; c1977; Adults; Monitor.

This instrument provides a measure of the motivation and the potential for adoptive parenthood. The scales are based upon the traits formalized by the Child Welfare League of America as standards for adoption services. The Motivation Scale covers: positive reasons for wanting to adopt, and lack of negative reasons for wanting to adopt. The Potential Scale deals with: attitude toward adoption and the natural parents of adopted children, acceptance and flexibility regarding the children that the applicants are willing to adopt, ability to use help, relationships with family, relationship with spouse, relationships with friends, positive experiences with children, being able to enjoy and have a relationship with a child, being able to assume responsibility for others, and dealings with previous life situations.

• *Pennsylvania Preschool Inventory* by Russell A. Dusewicz; Ages 3-6; Pennsylvania State Department of Education.

This inventory was developed to assess cognitive development in the culturally disadvantaged preschool child. It consists of

61 items in the following areas: Passive Vocabulary, Complementary Relationships, Noncomplementary Relationships, Number Concepts, Verbal Analogies, and Awareness of Self.

Revised Beta Examination: Second Edition (*Beta-II*) by D. E. Kellogg and N. W. Morton; c1976; Ages 16-64; The Psychological Corporation.

This 1976 revision provides a measure of mental ability without requiring examinees to read. It consists of six separately timed subtests: Mazes, Digit-Symbol Substitution, Pictorial Absurdities, Paper Form Board, Picture Completion, and Perceptual Speed.

Riley Speech Disorder Scale by Glyndon Riley and Jeanna Riley; Arden Press.

This checklist is designed to help parents, teachers, and other professional personnel decide whether a child should be referred to a speech pathologist. It is divided into four major areas: Articulation Disorders, Stuttering Disorders, Voice Disorders, and Language Disorders.

SRA Norm-Referenced/Criterion-Referenced Testing Program; Grades 4-10; Science Research Associates, Inc.

This program enables the user to test the same student with a short norm-referenced test in reading or mathematics and a short criterion-referenced test, and have each scoring report provide information about both tests. The norm-referenced portion of the program is comprised of short editions of the reading and mathematics subtests of the SRA Assessment Survey. Any criterion-referenced test of no more than 20 objectives can be combined with the norm-referenced reading or math tests.

SRA Sex Discrimination Awareness Program by Benson Rosen and Thomas A. Jerdee; c1976; Grades 9-16 and Adults; Science Research Associates, Inc.

This program is designed to help people discover and cope with problems related to sex bias. It consists of a variety of materials including role-playing exercises, textbooks, a filmstrip, and two forms of the opinion survey and in-basket exercises.

SRA Survival Skills Tests in Reading and Mathematics; c1976; Grades 6 and Above; Science Research Associates, Inc.

This test is designed to test those basic skills in reading and mathematics that are necessary for everyday living. Each test contains 20 objectives and each objective is measured by three items. The reading test deals with such tasks as reading the telephone book, street signs, personal bills, labels on common household supplies, and so on. The vocabulary level varies depending on the requirements of the objective. The mathematics test covers such topics as take-home pay, determining correct change both in amount and bills or coins, simple budgeting, calculating the cost of home projects, and so on.

SRA Test of Mechanical Concepts by Steven J. Stanard and Kathleen A. Bode; c1976; Grades 9-12 and Adults; Science Research Associates, Inc.

The test measures an individual's basic understanding of mechanics and mechanical relationships. Three areas are covered: identification of mechanical interrelationships, identification of mechanical tools and devices, and spatial relations.

The Seeking of Noetic Goals Test (SONG) by James C. Crumbaugh; Adults; Psychometric Affiliates.

Designed to complement the Purpose in Life Test, this test measures the strength of motivation to find meaning in life. A Spanish edition is available.

Senior High Assessment of Reading Performance (SHARP) by Los Angeles Unified School District; c1976; Grades 10-12; CTB/McGraw-Hill.

This performance test is designed to measure minimum competencies in reading skills that are necessary in everyday life. SHARP consists of three sections. Section I, Can You Follow Directions?, deals with rent receipts, library card applications, personal letters, voter registration forms, unemployment insurance forms, job applications, changes of address, rental applications, driver's license tests, and social security applications. Section II, What's In It?, assesses the ability to read or use signs, labels, classified ads, warranties, banking forms, personal checks, Yellow Pages, dictionaries, charge accounts, and newspaper articles. Section III, What Does It Mean?, is concerned with the ability to use road maps, TV listings, area-code maps, cash-register tapes, income tax forms, job résumés, bank statements, magazine subscriptions, utility bills, and recipes.

• *Student Disability Survey* by Harold F. Burks; Grades 1-6; Arden Press.

This rating scale is intended to screen pupils who require assistance beyond the resources available in the regular classroom. It identifies five major areas of concerns: Poor Academics, Poor Intellectuality, Poor Attention, Poor Classroom Involvement, and Excessive Aggressiveness.

• *System of Multicultural Pluralistic Assessment* (SOMPA) by Jane R. Mercer and June F. Lewis; Ages 5-11; The Psychological Corporation.

This comprehensive system is for assessment of young children's level of functioning, including the measurement of their cognitive abilities, sensory-motor abilities, and level of adaptive behavior. SOMPA is especially suitable for children with Black or Hispanic backgrounds. It provides a means of estimating learning potential that may be masked by cultural factors or physical deficits. The system includes: *Adaptive Behavior Inventory for Children, Sociocultural Scales, Health History Inventories, Physical Dexterity Tasks, Bender Visual Motor Gestalt Test,* and either the *WISC-R* or the *WPPSI.*

• *T.M.R. School Competency Scales* by Samuel Levine, Freeman F. Elzey, Paul Thormahlen, and Leo F. Cain; Ages 5-17 and Above; Consulting Psychologists Press.

Designed for use in the school setting, these rating scales for the trainable mentally retarded yield scores in five skill areas: Perceptual-Motor, Initiative-Responsibility, Cognition, Personal-Social, and Language.

Temperament and Values Inventory by Charles B. Johansson and Patricia L. Webber; Grade 8-Adult; Interpretive Scoring Systems.

Designed to aid in the career decision-making process, the inventory assesses work-related temperament and reward values. It consists of two sections. The Temperament Scales are based on the individual's self-descriptions: Routine-Flexible, Quiet-Active, Attentive-Distractible, Serious-Cheerful, Consistent-Changeable, Reserved-Sociable, and Reticent-Persuasive. The Value Scales measure the importance individuals place on various career-related rewards: Social Recognition, Managerial/Sales Benefits, Leadership, Social Service, Task Specificity, Philosophical Curiosity, and Work Independence.

Testing Programs 1977-78

Testing Program	*Administration Dates*	*For Further Information Write to:*
ACT Assessment Program	Oct. 8, Nov. 19, 1977 Feb. 11, Apr. 1, June 17, 1978	ACT Assessment Program P.O. Box 168 Iowa City, Iowa 52240
ACT Proficiency Program	Aug. 4-5, Nov. 3-4, 1977 Feb. 2-3, May 4-5 Aug. 3-4, 1978	ACT Proficiency Program P.O. Box 168 Iowa City, Iowa 52240
Academy of Certified Social Workers Program	Nov. 7, 1977, May 22, 1978	Academy of Certified Social Workers National Association of Social Workers, Inc. 1425 H Street, N.W. Washington, DC 20005
Accreditation Examination for Medical Record Technicians	Sept. 10, 1977	The Psychological Corporation 304 East 45th Street New York, New York 10017
Allied Health Professions Admission Test	Nov. 19, 1977, Jan. 28, Mar. 11, May 20, 1978	The Psychological Corporation 304 East 45th Street New York, New York 10017
American Board of Obstetrics and Gynecology	June 26, 1978	American Board of Obstetrics and Gynecology, Inc. c/o James A. Merrill, M.D. Dept. of Gynecology and Obstetrics The University of Oklahoma Health Sciences Center P.O. Box 26901 Oklahoma City, Oklahoma 73190
American Board of Ophthalmology Examinations	Written Exam.—Jan. 21 Oral Exam.—Apr. 23-26, Oral Exam.—Oct. 12-15, 1978	American Board of Ophthalmology 8870 Towanda Street Philadelphia, Pennsylvania 19118

American College of Life Underwriters Examination	Jan. 16, 17, June 5, 6, 7, 8, 9, 1978	American College of Life Underwriters 266 Bryn Mawr Avenue Bryn Mawr, Pennsylvania 19010
American College Testing Program	See ACT Assessment Program	
American Institute of Certified Public Accountants College Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Institute of Certified Public Accountants Professional Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Occupational Therapy Registration Examination	Jan. 28, June 24, 1978	American Occupational Therapy Association, Inc. 6000 Executive Boulevard Rockville, Maryland 20852
Annual High School Mathematics Examination	March 14, 1978	Dr. Walter Mientka Executive Director, Annual High School Mathematics Examination University of Nebraska 1026 Oldfather Hall Lincoln, Nebraska 68508
Automotive Mechanic Certification Tests	Nov. 15-17, 1977 May 2, 4, 9, 11, 1978	Educational Testing Service Princeton, New Jersey 08540
Betty Crocker Search for the American Homemaker of Tomorrow	Dec. 6, 1977	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611
Certificate in Computer Programming	October 22, 1977	Institute for Certification of Computer Professionals 35 East Wacker Drive Chicago, Illinois 60601
Certificate in Data Processing Examination	Feb. 18, 1978	Institute for Certification of Computer Professionals 35 East Wacker Drive Chicago, Illinois 60601
Certification Examination for Operating Room Technicians	Sept. 24, 1977 March 18, 1978	Association for Operating Room Technicians, Inc. 1100 W. Littleton Boulevard Littleton, Colorado 80120
Certification Examination for Respiratory Therapy Technicians	Dec. 3, 1977	National Board for Respiratory Therapy, Inc. Suite 124 1900 West 47th Place Shawnee Mission, Kansas 66205

Certification Examinations in Radiologic Technology	Nov. 17, 1977	American Registry of Radiologic Technologists 2600 Wayzata Boulevard Minneapolis, Minnesota 55405
College Entrance Examination Board Achievement Tests	Nov. 5, Dec. 3, 1977 Jan. 28, Mar. 11, May 6, June 3, 1978	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Entrance Examination Board Advanced Placement Examinations	May 15-19, 1978	Educational Testing Service Box 977 Princeton, New Jersey 08540
College Entrance Examination Board Preliminary Scholastic Aptitude Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
College Entrance Examination Board Scholastic Aptitude Test	Oct. 15, 1977 (SAT) only Nov. 5, Dec. 3, 1977 Jan. 28, Mar. 11, May 6, June 3, 1978	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Level Examination Program	Third week of each month. Schedule is available from publisher.	College Level Examination Program Box 592 Princeton, New Jersey 08540
Colleges of Podiatry Admission Test	See Medical College Admission Test	
Contact Lens Examination	Winter 1977-78	National Committee of Contact Lens Examiners P.O. Box 32206 Washington, D.C. 20007
Dental Admission Testing Program	Oct. 8, 1977, Apr. 23, Oct. 7, 1978	American Dental Association Council on Dental Education 211 East Chicago Avenue Chicago, Illinois 60611
Dental Hygiene Aptitude Testing Program	Nov. 11, 12, 1977 Jan. 13, 14, Feb. 17, 18, Mar. 17, 18, Apr. 14, 15, 1978	American Dental Hygienists' Association 211 East Chicago Avenue Chicago, Illinois 60611
Entrance Examination for Schools of Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request from schools.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Entrance Examination for Schools of Practical Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request from schools.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Entrance Examination for Schools of Radiologic Technology	December, February, April and August of each year.	The Psychological Corporation 304 East 45th Street New York, New York 10017

Examination for the Certificate in Management Accounting Program	Dec. 14, 15, 16, 1977 June 14, 15, 16, 1978	Institute of Management Accounting City Center Building Ann Arbor, Michigan 48108
Foreign Service Examination	Dec. 3, 1977	Board of Examiners for the Foreign Service U.S. Department of State Washington, D.C. 20520
Graduate Management Admission Test	Nov. 5, 1977, Jan. 28, Mar. 18, July 8, 1978	Educational Testing Service Box 966 Princeton, New Jersey 08540
Graduate Record Examinations	Oct. 15, Dec. 10, 1977 Jan. 14, Feb. 25, Apr. 22, June 10, 1978	Educational Testing Service Box 955 Princeton, New Jersey 08540
Graduate School Foreign Language Tests	Oct. 8, 1977, Feb. 4, Apr. 8, June 24, 1978	Educational Testing Service Princeton, New Jersey 08540
Heavy Duty Truck Mechanic Certification Tests	See Automotive Mechanic Certification Tests	
Law School Admission Test	Oct. 8, Dec. 3, 1977 Feb. 4, Apr. 15, July 15, 1978	Educational Testing Service Box 944 Princeton, New Jersey 08540
Medical College Admission Test	Oct. 1, 1977	Medical College Admission Test The American College Testing Program P.O. Box 414 Iowa City, Iowa 52240
Multistate Bar Examination	Feb. 22, July 26, 1978	National Conference of Bar Examiners Tate Hall University of Missouri Columbia, Missouri 65201
National Board of Podiatry Examinations	Sept. 1, 2, 1977, Apr. 6, 7, Aug. 31, Sept. 1, 1978	National Board of Podiatry Examiners Race at 8th Street Philadelphia, Pennsylvania 19107
National Council of Architectural Registration Boards Professional Examination	Dec. 12, 13, 1977	National Council of Architectural Registration Boards 1735 New York Avenue, N.W. Washington, D.C. 20006
National Council of Engineering Examiners Fundamentals of Engineering Examination	Nov. 3-6, 1977 Apr. 13-16, Nov. 2-5, 1978	National Council of Engineering Examiners Box 5000 Seneca, South Carolina 29678
National Educational Development Tests	Oct. 11-22, 1977 Feb. 4-18, 1978	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611

National Merit Scholarship Qualifying Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
National Occupational Competency Testing Program	Open Testing	National Occupational Competency Testing Institute 45 Colvin Avenue Albany, New York 12206
National Teacher Examinations	Nov. 13, 1977, Feb. 18, July 15, 1978	Educational Testing Service Box 911 Princeton, New Jersey 08540
Optician Association of America Examination	Winter—1977-78	Optician Association of America 1250 Connecticut Avenue, N.W. Washington, D.C. 20006
Optometry College Admissions Test	Nov., Jan., and March of each year.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Pharmacy College Admissions Test	Nov., Feb., and May of each year.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	Oct. 18, 22, 1977	Educational Testing Service Box 589 Princeton, New Jersey 08540
Registration Examination for American Dietetic Association	Oct. 29, 1977 Apr. 29, 1978	American Dietetic Association 430 N. Michigan Avenue Chicago, Illinois 60611
Registration Examination for Medical Record Administrators	Oct. 1, 1977	American Medical Records Association 875 North Michigan Avenue Suite 1850 Chicago, Illinois 60611
Scholastic Aptitude Test	See College Entrance Examination Board Scholastic Aptitude Test	
Secondary School Admission Test	Dec. 10, 1977, Jan. 21, Mar. 4, Apr. 29, June 17, 1978	Educational Testing Service Box 922 Princeton, New Jersey 08540
Test of English as a Foreign Language	Sept. 24, Dec. 3, 1977 Feb. 11, Apr. 15, June 17, 1978	Educational Testing Service Box 899 Princeton, New Jersey 08540
Veterinary Aptitude Test	Given in the Fall. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Written Examination for Respiratory Therapists	Oct. 8, 1977 March 4, 1978	National Board for Respiratory Therapy, Inc. 1900 West 47th Place Shawnee Mission, Kansas 66205

Test Reviews

• *CIRCUS;* Addison-Wesley Publishing Company.

Reviewed by Rochelle Selbert Mayer, Bank Street College of Education, in *Journal of Educational Measurement*, Spring 1977, Vol. 14, No. 1, 65-72.

Work Environment Preference Schedule; The Psychological Corporation.

Reviewed by Weaver B. Rogers, North Carolina Department of Public Instruction, in *Measurement and Evaluation in Guidance*, January 1977, Vol. 9, No. 4, 216-217.

New References

Bloomfield, Ellyn S. *Career Education Interest Inventory Assessment.* Alexandria, Virginia: Human Resources Research Organization, 1976. Pp. 84.

The purpose of this report is to assist local school districts in the selection of career interest inventories. It contains reviews of 23 commerically available interest inventories along with recommendations concerning their purchase.

Butcher, James N. and Pancheri, Paolo. *A Handbook of Cross-National MMPI Research.* New York: The Psychological Corporation, 1976, Pp. 480, $20.50.

This report of research on the MMPI discusses basic issues in the adaptation of objective personality inventories for cross-national research and the problems of validation of the MMPI for psychiatric classification in different countries. The handbook reviews MMPI studies in Costa Rica, Italy, Mexico, and Spain among other countries, and presents data on MMPI translations in Israel and Pakistan.

Dyer, Henry S. *The Interview as a Measuring Device in Education.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1976. (TM Report 56).

This paper discusses the use of the open interview and the standardized interview within the context of five concepts that are basic to any form of measurement.

Fitzgerald, Ellen J., (Ed.) *The First National Conference on the Disadvantaged Gifted.* Ventura, California: Ventura County Superintendent of Schools, 1975, Pp. 65.

In this publication, the presentations of 19 speakers at the conference are summarized. The topics include: economically deprived gifted students, culturally different gifted students, female gifted students, and gifted students in rural communities. Emphasis is placed on identification procedures, program provisions, and research and evaluation as they affect each of the aforementioned special groups.

• Fortna, Richard O. and Boston, Bruce O. *Testing the Gifted Child: An Interpretation in Lay Language.* Reston, Virginia: Council for Exceptional Children.

This paper is intended for parents, teachers, school administrators, and educators of the gifted who may not be expert in the field of tests and measurement. It provides detailed descriptions of instruments commonly used as identification and screening measures in programs for the gifted and talented.

• Friedlander, B. Z., Sterritt, Graham M., and Kirk Girvin E., (Eds.) *Exceptional Infant, Volume 3 Assessment and Intervention.* New York: Brunner/Mazel, 1975. Pp. xiv + 668. $17.50.

This collection of articles deals with new procedures and programs for assessment and intervention in child development. The articles are arranged in four parts: The Developmentally Disabled Child, The Disadvantaged Child, Assessment and Intervention, and Screening: A State of the Art Survey.

• Gourley, Theodore J., *et al. Programs for Gifted Students: A National Survey.* Pitman, New Jersey: Educational Improvement Center, 1975, Pp. 120.

This handbook is the result of a national survey of gifted programs. Intended to aid school districts that are developing or assessing gifted programs, it includes the following sections: Definitions of the Gifted, Identification Instruments for Gifted Children, Educational Programs for the Gifted, Status of Programs in New Jersey, and Teacher Training Programs for the Education of the Gifted.

Harnischfeger, Annegret and Wiley, David E. *The Decline of Achievement Test Scores: Evidence, Causes, and Consequences.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, February 1977 (TM Report 59).

Achievement test scores have been declining since the mid-sixties. This paper discusses evidence for the decline, including changes in tests and test takers, causes for the decline, including changes in society and the schools, and inferences and action.

Kosecoff, Jacqueline and Fink, Arlene. *The Appropriateness of Criterion-Referenced Tests for Evaluation Studies.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1976 (TM Report 60).

This report presents the results of an investigation of the appropriateness of using criterion-referenced tests for large-scale evaluations conducted in an effectiveness-evaluation context.

Kosecoff, Jacqueline, Fink, Arlene, and Klein, Stephen P. *A System for Evaluating Criterion-Referenced Tests.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1976 (TM Report 57).

This paper presents the Criterion-Referenced Test Description and Evaluation (CRTDE) rating system which was developed to provide an efficient and objective procedure for describing, assessing, and comparing criterion-referenced tests. In addition to an explanation of the system, the paper provides detailed instructions for its use.

Kuder, Frederic. *Activity Interests and Occupational Choice.* Chicago: Science Research Associates, Inc., Pp. 352, $9.95.

This resource book discusses how interests are measured and evaluated and, through historical research, shows how these interests relate to success and satisfaction in careers.

Rasp, Alfred. *Using Anchor Test Study Tables in State Assessment Programs.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1976 (TM Report 58).

This paper discusses briefly the original Anchor Test Study. It then describes a statewide application of the Anchor Test Study tables in Washington. Finally, it delineates the advantages and disadvantages of using the tables as demonstrated by the Washington experience.

Saif, Philip S. *A Handbook for the Evaluation of Classroom Teachers and School Principals.* Bloomfield, Connecticut: Capitol Region Education Council, 1976. Pp. 137.

This handbook provides a detailed discussion of the procedures involved in effective, objectives-based evaluation of teachers and administrators. The models include job descriptions in terms of objectives and corresponding sample evaluation instruments.

Steele, Sara M. *Contemporary Approaches to Program Evaluation: Implications for Evaluating Programs for Disadvantaged Adults.* Washington, DC: Education Resources Division, Capitol Publications, Inc., 1973. Pp. 257, $9.00.

This monograph represents an effort to discuss the many approaches to program evaluation as they can be applied to programs for disadvantaged adults. It is in three parts. The first section provides an overview of the contemporary evaluation scene. Section II, Matching Evaluation Approaches to Needs, provides some guidelines for developing an evaluation and a problem-focused index to various evaluation models. The final section presents summaries of contemporary evaluation models.

Watson, Odell A. and Tongue, Cornelia. *Suggestions for Identification of Gifted and Talented Students.* Raleigh, North Carolina: State Department of Public Instruction, 1975. Pp. 20.

This publication is intended to provide a number of techniques for identifying gifted and talented students which may be adapted and/or modified to meet the specific needs of local administrative units.

Notes

Scholastic Testing Service, Inc. is in the process of standardizing five new forms of the *Educational Development Series.* These are: Lower Primary S, Upper Primary R, Elementary S, Advanced S, and Senior T.

The *Kuhlman-Anderson Tests* are now available from Scholastic Testing Service, Inc.

Houghton Mifflin has announced the availability of services developed especially for the evaluation of Title I projects. Starting in the fall of 1976, Normal Curve Equivalent (NCE) and raw scores have been reported on the *Iowa Tests of Basic Skills* as an option. NCE scores are recommended in federal guidelines for use in evaluating Title I projects in conjunction with the norm-referenced evaluation model.

The American College Testing Program is administering the *New Medical College Admission Test* for the first time in 1977. The New MCAT yields scores for Biology; Chemistry; Physics; Science Problems; Skills Analysis: Reading; and Skills Analysis: Quantitative.

CTB/McGraw-Hill announces the availability of TRACER, a computer-managed instructional support system that works with any objectives-based program by monitoring and guiding student progress. It is a computer software package intended to serve as a management aid for teachers.

Scoring and Reporting Services

The Psychological Corporation has established scoring/reporting systems for three new test series. The Instructional Placement Report is incorporated into the Basic Service for the *1976 Stanford Diagnostic Reading Test*. A similar reporting system is available for the *1976 Stanford Diagnostic Mathematics Test*.

The service for the *1976 Metropolitan Readiness Tests* provides a machine-scored process which allows the pupil to indicate an item response by making a large, imprecise mark across the chosen option. Also, Psychological Corporation now provides the Pre/Post-Test Score Report Service to users of the SESAT/Stanford/TASK '73 Scoring Service.

New Addresses

Chess and Associates, Inc.
Educational Systems and Services
4500 Campus Drive, Suite 452
Newport Beach, California 92660

National Business Education Association
1906 Association Drive
Reston, Virginia 22091

William, Lynde and Williams
401 Painesville Professional Center
153 East Erie Street
Painesville, Ohio 44077

New Publisher

Book-Lab, Inc.
1449 - 37th Street
Brooklyn, New York 11218

Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

ACT Assessment Program
P.O. Box 168
Iowa City, Iowa 52240

ACT Proficiency Program
P.O. Box 168
Iowa City, Iowa 52240

AICPA Testing Project Office
The Psychological Corporation
304 East 45th Street
New York, New York 10017

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Academy of Certified Social Workers
National Association of Social Workers, Inc.
1425 H Street, N.W.
Washington, DC 20005

Addison-Wesley Publishing Company
South Street
Reading, Massachusetts 01867

American Board of Obstetrics and Gynecology, Inc.
c/o James A. Merrill, M.D.
Dept. of Gynecology and Obstetrics
The University of Oklahoma Health Sciences Center
P.O. Box 26901
Oklahoma City, Oklahoma 73190

American Board of Ophthalmology
8870 Towanda Street
Philadelphia, Pennsylvania 19118

American Chemical Society
Examinations Committee
University of South Florida
Tampa, Florida 33620

American College of Life Underwriters
266 Bryn Mawr Avenue
Bryn Mawr, Pennsylvania 19010

The American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Hygienists' Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
430 N. Michigan Avenue
Chicago, Illinois 60611

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

American Medical Records Association
875 N. Michigan Avenue
Suite 1850
Chicago, Illinois 60611

American Occupational Therapy Association
6000 Executive Boulevard
Rockville, Maryland 20852

American Registry of Radiologic Technologists
2600 Wayzata Boulevard
Minneapolis, Minnesota 55405

Arden Press
8331 Alvarado Drive
Huntington Beach, California 92646

Association for Operating Room Technicians, Inc.
1100 W. Littleton Boulevard
Littleton, Colorado 80120

William M. Bart
College of Education
330 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455

Board of Examiners for the Foreign Service
U.S. Department of State
Washington, D.C. 20520

Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268

Book-Lab, Inc.
1449 37th Street
Brooklyn, New York 11218

Book Society of Canada Ltd.
4386 Sheppard Avenue
Agincourt, Ontario, Canada

Brunner/Mazel Publishers
19 Union Square West
(at 15th Street)
New York, New York 10003

CHECpoint Systems
1558 N. Waterman Avenue, Suite C
San Bernardino, California 92404

CSU-Fullerton
Bilingual-Bicultural Education Program
California State University
Fullerton, California 92634

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Clarence R. Calder
School of Education
Department of Elementary Education, U-33
University of Connecticut
Storrs, Connecticut 06268

Capitol Region Education Council (CREC)
800 Cottage Grove Road, Building #2
Bloomfield, Connecticut 06002

Center for Multiple Handicapped Children
Division of Special Education and Pupil Personnel Services
105 East 106th Street
New York, New York 10029

Chess and Associates, Inc.
Educational Systems and Services
4500 Campus Drive
Suite 452
Newport Beach, California 92660

Children's Developmental Services
Casa Colina Hospital
Pomona, California 91767

College Level Examination Program
Box 592
Princeton, New Jersey 08540

W. Glenn Conrad
Schenectady County Child Guidance Center, Inc.
821 Union Street
Schenectady, New York 12308

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Eugene B. Cooper
Chairman, Department of Communicative Disorders
P.O. Box 1965
The University of Alabama
University, Alabama 35486

Joseph B. Cooper
Department of Psychology
San Jose State University
San Jose, California 95192

The Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, Virginia 22091

Herbert F. Crovitz
Veterans Administration Hospital
508 Fulton Street
Durham, North Carolina 27705

Daberon Research
4202 S.W. 44th Avenue
Portland, Oregon 97221

Dallas Educational Services
P.O. Box 1254
Richardson, Texas 75080

Delaware County Intermediate Unit
State Building
6th and Olive Streets
Media, Pennsylvania 19063

William N. Dember
Department of Psychology
University of Cincinnati
Cincinnati, Ohio 45221

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

ERIC Document Reproduction Service (EDRS)
Computer Microfilm International Corporation
P.O. Box 190
Arlington, Virginia 22210

Education Resources Division
Capitol Publications, Inc.
Suite G-12
2430 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

Educational Improvement Center
Box 426
Pitman, New Jersey 08071

Educational Performance Associates
563 Westview Avenue
Ridgefield, New Jersey 07657

Educational Testing Service
Princeton, New Jersey 08540

Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Massachusetts 02138

David Fanshel
The Columbia University School of Social Work
622 West 113th Street
New York, New York 10025

Fargo Public Schools
Fargo, North Dakota 58102

Donald Fucci
Director, The School of Hearing and Speech Sciences
Ohio University
College of Communication
Athens, Ohio 45701

Lisl Goodman
Department of Psychology
Jersey City State College
Jersey City, New Jersey 07305

Stephen Greenspan
Neuropsychiatric Institute, 58-258
University of California
760 Westwood Plaza
Los Angeles, California 90024

H. Wayne Hogan
Department of Sociology
Tennessee Technological University
Cookeville, Tennessee 38501

John W. Hollender
Department of Psychology
Emory University
Atlanta, Georgia 30322

Houghton Mifflin Company
Pennington-Hopewell Road
Hopewell, New Jersey 08525

Humanics Associates
881 Peachtree Street, N.W.
Atlanta, Georgia 30309

Elizabeth Hunter
Box 803
Hunter College
695 Park Avenue
New York, New York 10021

Inland Counties Regional Center, Inc.
P.O. Box 6127
San Bernardino, California 92412

Institute for Certification of Computer Professionals
35 East Wacker Drive
Chicago, Illinois 60601

Institute of Management Accounting
City Center Building
Ann Arbor, Michigan 48108

The Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

Interpretive Scoring Systems
A Division of National Computer Systems, Inc.
P.O. Box 1416
Minneapolis, Minnesota 55401

Orval G. Johnson
747 12th Street
Boulder, Colorado 80302

Kaplan Press
600 Jonestown Road
Winston-Salem, North Carolina 27103

Barbara K. Keogh
Chairman, Department of Special Education
University of California
126-B Moore Hall
Los Angeles, California 90024

Walter H. MacGinitie
Department of Psychology and Education
Teachers College, Columbia University
New York, New York 10027

Charles L. Madison
Department of Speech
Washington State University
Pullman, Washington 99163

Medical College Admission Test
The American College Testing Program
P.O. Box 414
Iowa City, Iowa 52240

Gerald Melnick
Education Department
Bloomfield College
Bloomfield, New Jersey 07003

Dr. Walter Mientka
Executive Director, Annual High School Mathematics Examination
1026 Oldfather Hall
University of Nebraska
Lincoln, Nebraska 68508

Monitor
P.O. Box 2337
Hollywood, California 90028

Moreno Educational Company
7050 Belle Glade Lane
San Diego, California 92119

Evelyn Morrison
Special Services Department
Edison Township Public Schools
2825 Woodbridge Avenue
Edison, New Jersey 08817

National Auxiliary Publications Service (NAPS)
Microfiche Publications
Division of Microfiche Systems Corporation
440 Park Avenue South, 6th Floor
New York, New York 10016

National Board for Respiratory Therapy, Inc.
1900 West 47th Place
Suite 124
Shawnee Mission, Kansas 66205

National Board of Podiatry Examiners
Race at 8th Street
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National Business Education Association
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Reston, Virginia 22091

National Committee of Contact Lens Examiners
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Washington, D.C. 20007

National Conference of Bar Examiners
Tate Hall
University of Missouri
Columbia, Missouri 65201

National Council of Architectural Registration Boards
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Washington, D.C. 20006

National Council of Engineering Examiners
Box 5000
Seneca, South Carolina 29678

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Austin, Texas 78767

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Albany, New York 12206

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New York, New York 10017

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Psychometric Affiliates
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Chicago, Illinois 60611

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Glenview, Illinois 60025

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Texas Testing Services, Inc.
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535 Main Street
Ventura, California 93001

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San Francisco, California 94132

The Western Pennsylvania School for the Deaf
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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Pamela Rosen, Editor
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The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

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TM006 820

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Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

ACER Paragraph Reading Test; c1976-77; Grades 8-10; Australian Council for Educational Research, Australia.

This screening test is designed to identify poor readers at the beginning of the school year, enabling the teacher to plan appropriate reading programs. It consists of 35 paragraphs with one multiple-choice question for each. The paragraphs employ a variety of literary styles, are either narrative or descriptive, and cover a wide range of subject matter.

• *CTBS Readiness Test;* c1977; Kindergarten-Grade 1.3; CTB/McGraw-Hill.

This test assesses prereading skills considered important for success in reading. It covers such prereading skills as Letter Names, Letter Forms, Listening for Information, Letter Sounds, Visual Discrimination, and Sound Matching. A Reading Readiness Report based on the test is prepared to indicate the child's proficiency within specific skill clusters.

• *Canadian Tests of Basic Skills: Metric Edition;* c1971-76; Grades 3-9; Thomas Nelson and Sons, Ltd., Canada.

This metric adaptation includes the following subtests: Vocabulary; Reading Comprehension; Language Skills (spelling, capitalization, punctuation, usage); Work-Study Skills (map reading, reading graphs and tables, knowledge and use of reference materials); and Mathematics Skills (concepts, problem solving).

• *Critical Reading Diagnostic Test* by Joseph M. Scandura, George F. Lowerre, and Alice M. Scandura; c1973; Grades 3-12 and Junior College; Ann Arbor Publishers.

This diagnostic testing and training program is designed to measure the student's ability to use three basic rules of logical inference: the rule for "or" elimination, the syllogism, and the modus ponens. The student must demonstrate the ability to use a rule in four ways: to make or detect valid deductions, to detect statements that are contrary to other statements, to detect invalid uses of the rule, and to identify "missing premises." The attainment of these logical skills is related to the ability to read critically.

• *Delco-Elfman Developmental Achievement Test* by Rose Marks Elfman; c1974; 6 Months-6 Years; Delaware County Intermediate Unit.

Intended to help determine a child's current level of functioning, this test can aid in the preparation of an individual education plan (IEP). Areas covered by the test are: Physical (mobility, visual motor); Social (oral communication, self-help, interpersonal); and Intellectual (information, cognition, oral comprehension/memory). Correction is made for the physically disabled when the test is scored.

• *Developmental Sentence Analysis* by Laura L. Lee and Roy A. Loenigknecht; c1974; Ages 2.0-6.11; Northwestern University Press.

This instrument provides a procedure for assessing a child's use of grammatical and morphological rules from a tape-recorded sample of spontaneous conversation with an adult. Eight grammatical categories are evaluated: indefinite pronouns, personal pronouns, main verbs, secondary verbs, negatives, conjunctions, interrogative reversals, and questions. Results of the analysis can be used to formulate prescriptive teaching goals for children with language-learning problems.

• *Illinois Conditional Reasoning Test* by Barbara Moor Sanner, Robert H. Ennis, Marilyn Martin, Edward L. Smith, and Joanne Sturgeon; 1974; Grades 1-9; Barbara Moor Sanner.

Adapted from the *Smith-Sturgeon Conditional Reasoning Test*, the test is designed to measure children's abilities to handle conditional logic. There are six items for each of four logical principles: contraposition, transitivity, inversion, and conversion. All items are in the conditional form, and their content is based on principles of chemistry. To gain credit for an item, the child must give both the correct conclusion and an adequate justification.

Instructional Objectives Exchange: Objective Collection in Algebra, Grades 8-12 by Ira Moskow; 1973; Grades 8-12; Instructional Objectives Exchange.

This collection represents a complete set of behaviorally stated objectives for first-year algebra. It covers: Whole Numbers, Sets, Integers, Rational Numbers, Solving Equations and Inequalities, Word Problems, Graphs of Linear Equations and Inequalities, Systems of Linear Equations and Inequalities, Polynomials, Rational Phrases, Real Numbers and Radical Phrases, Quadratic Relations, Indirect Measurement, and Probability.

Instructional Objectives Exchange: Objective Collection in French, Grades 7-12 by Eileen Matlin, Denise Peralta, and Linda Wyatt; 1973; Grades 7-12; Instructional Objectives Exchange.

This collection contains 90 objectives and related evaluation items. It covers the following areas: oral comprehension, speaking, writing, reading, grammar, culture, and literature.

Instructional Objectives Exchange: Objective Collection in Literature, Grades 7-9, Revised Edition by Linda Paulson; 1974; Grades 7-9; Instructional Objectives Exchange.

This collection is composed of 58 objectives within 12 content areas: theme, plot, character, setting, point of view, tone, style (diction and syntax), genre, sound symbolisms and patterns, figurative language, imagery and symbolism, and relation of literature to experience. In most instances, the objectives are relevant to fiction, drama, poetry, prose, and film.

Instructional Objectives Exchange: Objective Collection in Literature, Grades 10-12, Revised Edition by Linda Paulson; 1975; Grades 10-12; Instructional Objectives Exchange.

This collection consists of objectives within 16 content areas: theme, plot, character, setting, point of view, tone, style, genre, sound symbolisms and patterns, rhythm and rhyme, figurative language, imagery and symbolism, literary context, the relation of literature to experience, literary analysis and explication, and literary evaluation.

• *Instructional Objectives Exchange: Objective Collection in Sex Education, Kindergarten-Grade 12* by Janet Leach; 1975; Kindergarten-Grade 12; Instructional Objectives Exchange.

The objectives and sample test items comprising this collection are divided into three sections: Physical Growth and Development which deals with basic factual information relating to sex education; Social and Emotional Growth, which deals with the psychological aspects of sexual development; and Sex Related Social Issues, which is concerned with clarification of values relating to sex.

• *Kraner Preschool Math Inventory* by Robert E. Kraner; c1976; Ages 3-6.5; Learning Concepts.

This criterion-referenced test is designed to assess the skills and concepts that are prerequisite to common academic requirements for first-grade mathematics. The inventory consists of 77 items within the following areas: Counting, Cardinal Numbers, Quantities, Sequences, Position, Direction, and Geometry/Measurement. It can also serve as an aid to the teacher in curriculum planning as the manual contains sections for curriculum suggestions and planning.

• *Language Assessment Battery;* c1976; Kindergarten-Grade 12; Board of Education of the City of New York.

These tests were developed for identifying children whose English language deficiencies prevent them from effectively participating in the learning process, and who might participate more effectively in Spanish. Tests are provided in both English and Spanish at three levels. Level I (K-3) consists of three subtests: Listening and Speaking, Reading, and Writing. Both levels II (3-6) and III (7-12) cover Listening, Reading, Writing, and Speaking. The student is first assessed for English competencies and is compared to a monolingual English-speaking norm group. Then he is tested in Spanish to determine whether he is more effective in Spanish than English.

• *Letter Discrimination Test* by Helen M. Popp; Not Dated; Ages 5-8; Helen M. Popp.

The test is designed to assess the child's ability to visually discriminate between "b" and "d" in various contexts.

Music Evaluation Kit by Jennifer Bryce and Max Cooke; c1976; Grade 9; Australian Council for Educational Research, Australia.

This criterion-referenced test is intended for use at the beginning of secondary school to help the music teacher develop a profile of students' strengths and weaknesses. It consists of seven parts, each of which deals with a specific area of skills and knowledge: Pitch Discrimination, Recognition of Differences in Duration, Volume Discrimination, Recognition of Differences in Tone Color, Recognition of Differences in Rhythmic and Melodic Patterns, Identification of Instruments and Instrumental Groups, and Music Reading. Tape cassettes are used in administering the test.

• *Oral English/Spanish Proficiency Placement Test* by Steve Moreno; c1974-76; Ages 4-20; Moreno Educational Company.

This test was designed to be used with the H200 materials, but it is also appropriate for other curricula. It is intended to aid in placing children at the proper instructional level. The test can also be used to measure achievement and to diagnose strengths and weaknesses.

• *Pennsylvania Preschool Inventory* by Russell A. Dusewicz and Carolyn H. Lutz; Not Dated; Ages 3-6; Russell A. Dusewicz.

The test is designed to assess a child's cognitive development in six areas: passive vocabulary, complementary relationships, non-complementary relationships, number concepts, verbal analogies, and awareness of self. The 61 items are all in the form of line drawings. The child responds by pointing to the correct answer. The test can be used with culturally disadvantaged, mildly retarded, and hearing impaired children.

• *Profiles of Language Behavior* by William F. Mackey; 1976; Ages 4 and Above; International Center for Bilingualism, Canada.

This checklist is designed to produce a profile of individual language behavior and to describe bilingual situations. Its original purpose was to distinguish and interrelate home, neighborhood, and school language behavior, but is has also been used in the development of language arts curricula for bilingual communities. Dimensions include: demography, language proficiency, and language use; and type of home, attitudes, school behavior, group homogeneity, and distribution of languages and dialects in total behavior of the child. The profiles are administered by parents to children under eight years of age and self-administered to those who are older.

• *Quick Phonics Survey;* c1976; Grades 1-4; Academic Therapy Publications.

This individually administered survey provides a rapid method of assessing a child's understanding of sound/symbol relationships, transfers, and associations.

Senior High Assessment of Reading Performance by Los Angeles Unified School District; c1976; Grades 10-12; CTB/McGraw-Hill.

This proficiency test measures minimum competencies in reading skills that are necessary for everyday life. It consists of three sections: Can You Follow Directions? What's In It? and What Does It Mean? Each section presents forms or written material with which a person must deal in daily activities. These include such things as job applications, voter registration forms, driver's license tests, signs, warranties, personal checks, newspaper articles, road maps, income tax forms, bank statements, and utility bills.

A Test for Inquiry Social Studies by Sharon Pray Muir; c1976; Grades 5-6; Sharon Pray Muir.

This test was developed to measure the student's application of either inquiry social studies or higher cognitive thinking skills. The test consists of 40 multiple-choice items. It minimizes the need for prior knowledge and allows students to apply processes associated with "higher cognitive thought" as defined by Bloom's taxonomy.

• *Test of Individual Needs in Reading: 1976 Revision* by Hap Gilliland; c1966-76; Kindergarten-Adults*; Montana Reading Publications.

This diagnostic instrument is designed to determine an individual's reading level and instructional needs. It includes three types of tests: an individual oral reading inventory, a reading comprehension test, and a word analysis test. *The test is appropriate for persons whose reading levels are between primer and seventh grade.

APTITUDE

• *Concept Development Test V2* by P.S. Freyberg; Not Dated; Ages 6-10; P.S. Freyberg, New Zealand.

This research instrument was devised to examine Piaget's contention that certain kinds of concepts develop contemporaneously. The items are arranged in groups of four, each group dealing with a different kind of concept. The concepts are: numerical correspondence, conservation (continuous quantity), conservation (discontinuous quantity), numerical equivalence, numerical associativity, class concepts (visual), class concepts (non-visual), conservation (mass), additive composition (money-visual), additive composition (money-non-visual), conservation (weight), positional relationships, speed concepts, transitive relationships, causal relationships, age concepts, kinship relationships, and ordination.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

• *Attitude Survey about Kids* by A. Alpern, Ruth F. Deich, and E.G. Lu; c1977; Ages 3-12 and Parents of School-Age Children; Institute for Research in Human Growth.

The survey is in two sections. Part A consists of a checklist and a rating scale and is intended to obtain demographic characteristics of different groups, and to assess parental views toward childrearing, parents' self-perceptions, and parents' perceptions of their children. Part B is a structured interview that elicits information concerning the child's perception of self and parents. The second section should be administered in a clinical setting by a clinician and interpreted by an expert.

• *Barber Scales of Self-Regard for Preschool Children* by Lucie W. Barber; c1975; Ages 2-5; Character Research Press.

The instrument measures seven specified interactive components of self-image as specified by the Peatling/Tiedeman group model of human personality. These components are: purposeful learning of skills, completing tasks, coping with fears, children's responses to requests, dealing with frustrations, socially acceptable behavior, and developing imagination in play. The scales can be used in the assessment of an individual child or in educational programs by both educators and parents.

• *Child Development Center Q-Sort* by Frances Fuchs Schachter, Allan Cooper, and Rona Gordet; circa 1968; Infants-Adults; Frances Fuchs Schachter.

This Q-sort provides a means for assessing personality development spanning five age levels: Toddler, 1 1/2 - 3 Years, Preschool, Kindergarten, School Age, and Adolescence and Maturity. Based on Block's California Q-Sort, it consists of 113 items covering eight variables: Independence-Dependence, Affect, Relations-People, Relations-Self, Relations-Inanimate Objects, Relations-Heterosexual Matters, Ego and Superego. Sorting is done by mental health workers, including specially trained teachers, who are familiar with the child.

Child Rearing Philosophy Scale; 1972; Adults; Regional Institute of Social Welfare Research.

Adapted from the *Parental Attitude Research Instrument,* this scale contains six subscales: Harshness, Strictness, Rewards/Punishment, Tolerance, Sharing Decision-Making, and Protectiveness. The scales yield an aggregate score reflecting high child dominance in child-rearing practices. They were developed to elicit information concerning the orientation of staff of child-caring institutions.

• *Children's Achievement Motivation Scale* by Bernard Weiner; Not Dated; Ages 6-14; Bernard Weiner.

The 20 items comprising this scale are concerned with the kind of affect (hope or fear), the direction of behavior (approach or avoidance), and the preference for risk (intermediate vs. easy or difficult) expressed in achievement situations.

Children's Dependency Scale by Carole Golightly, Don Nelson, and James Johnson; 1970; Grades 4-6; Carole Golightly.

This scale was developed to provide an objective measure of both instrumental and emotional dependency. It consists of 65 true-false items which are representative of home, school, and play situations.

• *Children's Scale of Social Attitudes* by Paul M. Insel and Glenn D. Wilson; c1970-72; Ages 8-14; Paul M. Insel.

Based on the *Wilson-Patterson Conservatism Scale*, this 50-item scale is intended to elicit information concerning children's social attitudes. The items relate to the following areas: religious beliefs; ethnocentrism or intolerance of minority groups; preference for conventional art, clothing, and institutions; respect for authority and insistence on strict rules and punishments; and antihedonistic outlook and a strict sexual morality.

• *Children's Temperament Questionnaire* by Richard N. Walker; 1967; Grades 3-7; Richard N. Walker.

This 96-item questionnaire was designed to assess six traits of temperament: energy, aggressiveness, fearfulness, socialness, stability, and cheerfulness. The six traits were used to derive two factor scores: active and controlled. The test items are read aloud by the examiner and the child responds on an answer sheet.

• *Child's Behavior Traits* by Phyllis Levenstein, et al.; c1970-72; Ages 2-12; Phyllis Levenstein.

This behavior rating scale was designed to indicate the child's well-being and social adjustment. The items are classified into five subscales: Responsible Independence, Social Cooperation, Cognitively Related Skills, Emotional Stability, and Task Orientation. The ratings are completed by an adult observer.

• *Comprehensive Social Desirability Scale for Children* by James A. Walsh, Carol Tomlinson-Keasey, and Douglas M. Klieger; circa 1974; Ages 2.5-6.5; James A. Walsh.

Designed to measure the tendency to give the socially desirable response, this scale consists of 28 true-false items of the objective personality type.

• *Diagnostic Checklist for Behavior-Disturbed Children: Form E-2* by Bernard Rimland; 1965; Ages 3-5; Institute for Child Behavior Research.

The checklist is intended to differentiate children having classical early infantile autism from psychotic children loosely diagnosed as autistic. Designed to be completed by the parents of children with infantile autism, childhood schizophrenia, or other severe behavioral disorders, it asks questions concerning pregnancy and delivery, early postnatal life, speech, behavior, and behavior patterns through age five.

Ego State Inventory by David G. McCarley; c1974; Adolescents and Adults; Stoelting Company.

This 52-item inventory provides a means for understanding an individual's personality dynamics and interpersonal relations. Each item consists of a cartoon drawing of two or more people in a social situation. A person in the cartoon makes a statement or asks a question. The respondent is asked to select from five choices of response the one that he would make. The inventory yields scores for each of five ego states: Punitive Parent, Nurturing Parent, Adult, Rebellious Child, and Adaptive Child.

• *Elementary School Environment Survey* (ESES) by Robert L. Sinclair and David Sadker; c1969-71; Ages 9-11; David Sadker.

This survey assesses student perceptions of six dimensions of the elementary school environment: alienation, humanism, autonomy, morale, opportunism, and academic resources.

Estes Attitude Scales by Thomas H. Estes, Julie P. Johnstone, and Herbert C. Richards; c1975; Grades 6-12; Virginia Research Associates Ltd.

This instrument consists of five 15-item Likert-type scales. Each of the five scales assesses attitude toward one of five content areas: English, mathematics, reading, science, and social studies. The scales have readability levels of sixth grade. They can be used to identify the nature of attitude toward a subject area or to indicate incremental change in attitude over a period of time.

• *Estes Attitude Scales: Elementary Form, Experimental Version* by Thomas H. Estes, Doris M. Roettger, Julie P. Johnstone, and Herbert C. Richards; c1976; Grades 2-6; Virginia Research Associates Ltd.

Three 14-item Likert-type scales are provided to measure attitudes toward reading, math, and science. No reading is required, and the items should be understood by elementary pupils. The scales can be used to indicate degree of favorableness or unfavorableness toward a subject area, or incremental change in attitude over a period of time.

Fehrenbach Sentence Completion Form by Alice R. Fehrenbach; c1957-74; Grades 7-12; Alice R. Fehrenbach.

The test is appropriate for use in either a clinical or a school setting and can be individually or group administered. In the school setting, it can be used to discriminate between students with potential leadership qualities in terms of outstanding adjustment, those within the average range, and those who may have adjustment difficulties. The form can also be used as an inservice technique to provide teachers additional insight

into the hopes, fears, and preoccupations of children. It consists of 100 sentence stems.

• *Games Checklist* by Richard N. Walker; 1964; Grades 3-6; Richard N. Walker.

This checklist provides a measure of masculinity-femininity and maturity of games choices. It is an alphabetical list of 136 games. The child checks those he plays and likes and those he plays but dislikes. The checklist is based on the *Rosenberg and Sutton-Smith Checklist.*

Incomplete Sentences Task by Barbara J. Lanyon; 1970; Grades 7-9; Barbara J. Lanyon.

This screening device was developed to detect potential emotional problems that might interfere with classroom learning. Students are asked to complete each of 39 sentence stems which the teacher scores according to detailed instructions. Three personality variables are assessed: hostility, anxiety, and dependency.

• *Infant Adaptation Scales* by William Fowler and James Sutherland; Not Dated; 9-30 Months; William Fowler.

Designed to assess infants' adaptation to persons and physical environments, the instrument consists of three categories of five-point scales: constructiveness of response to unfamiliar physical environment; adaptation to unfamiliar person; and quality of attachment relations with familiar adult. The infant is rated on each scale from low adaptation to unregulated adaptation, with the center point of each scale representing optimal or ideal functioning.

Jackson Personality Inventory by Douglas N. Jackson; c1976; Grades 9-16 and Adults; Research Psycholgists Press, Inc.

The inventory measures a variety of interpersonal, cognitive, and value orientations that are important to an individual's functioning. It consists of 320 items comprising 16 scales: Anxiety, Breadth of Interest, Complexity, Conformity, Energy Level, Innovation, Interpersonal Affect, Organization, Responsibility, Risk Taking, Self Esteem, Social Adroitness, Social Participation, Tolerance, Value Orthodoxy, and Infrequency (validity).

Life Orientations Survey (LIFO) by Stuart Atkins and Allan Katcher; c1967-75; Adults; LIFO Associates.

This questionnaire elicits information regarding individuals' strengths and personal styles, how they use them when things are going well and when they confront opposition or stress. LIFO is based on the hypothesis that a person's weaknesses are their strengths in excess. It yields scores on four scales: Supporting/Giving, Controlling/Taking, Conserving/Holding, and Adapting/Dealing. Within each of these four scales the respondent obtains a profile of the use of these styles under both favorable and adverse conditions.

Martin-Larsen Approval Motivation Scale by Knud S. Larsen and Harry J. Martin; 1976; Adults; Harry J. Martin.

This 20-item Likert-type scale was developed to measure attitudes toward approval seeking and to examine the relationship between approval seeking, social cost, and aggression. The scale encompasses five factors: conformity, social cost, Machiavellianism, internal versus external control, and need for social acceptance.

• *Michigan Gender Identity Test* (MIGIT) by Alexander Z. Guiora, Cecelia Y. Dull, Maria Paluszny, Benjamin Beit-Hallahmi, John C. Catford, and Ralph E. Cooley; circa 1975; Age 18 months and above; Alexander Z. Guiora.

A modified sorting procedure is employed to yield an assessment of gender identity in young children. A series of colored photographs of balls, dogs, boys, and girls are used along with the child's own photograph. The child must complete several tasks involving simple object sort, boy/girl gender sort, and self-sort by gender.

Millon Multiaxial Clinical Inventory by Theodore Millon; c1976; Adults; Interpretive Scoring Systems.

This personality and psychiatric symptom inventory consists of 175 self-descriptive items. Twenty scales differentiate enduring personality features from more transient symptom disorders. The inventory is useful with patients participating in a program of psychological assessment or receiving professional psychotherapy. A computer narrative report provides a discussion of the relationship between personality traits and current disorders.

• *Non-Verbal Technique for Assessing Frustration Response in Preschool Children* by Fred W. Vondracek; 1974; Ages 3-7; Fred W. Vondracek.

This picture method was designed to elicit children's responses to frustrating situations. The test consists of 18 picture sets. Each set involves two stimulus cards, which present the situation, and three response cards, which present the options for responding to the situation. The three options for responding are an aggressive response, a prosocial response, and an avoidance response. There are two parallel forms of the test: one for girls in which girls are depicted as the protagonists, and one for boys in which boys are portrayed as the protagonists.

• *PPP School Sentence Form* by Eleanor L. Levine, Carol A. Fineman, and Genevieve M. Donlon; 1973; Ages 6-12; Eleanor L. Levine.

This sentence completion form elicits information concerning the child's feelings about school-related subjects. The form can provide information regarding the following areas: Positive Motivation, Negative Motivation, Feelings about School Topics, Feelings about Peer Topics, and General Self-Concept.

• *Peer Nomination Technique* by Richard N. Walker; 1967; Grades 2-7; Richard N. Walker.

This sociometric device provides a measure of seven general behavior traits: activity, overt aggressiveness, fearfulness, socialness, stability, surgency, and competence. Children are read a series of sketches descriptive of personality extremes and are asked to nominate the child in their classroom most like each extreme.

• *Preschool Interpersonal Problem-Solving Test* (PIPS) by Myrna B. Shure and George Spivack; c1974; Ages 4-5; George Spivack.

The test measures the child's cognitive ability to solve real-life interpersonal problems. It is in two parts. The first part concerns problems between peers. In the second part, the child has done something that could make his mother angry and must think of ways to avoid her anger. All problems are presented through stories. The child is requested to provide as many solutions as he can to each problem.

Prueba de la Terminacion de la Frase de Fehrenbach by Alice R. Fehrenbach; c1974; Grades 7-12; Alice R. Fehrenbach.

A Spanish version of the *Fehrenbach Sentence Completion Form.*

Rating Scale for Self-Disclosure in Preadolescents by Sarah I. Vondracek and Fred W. Vondracek; 1970; Grades 6-8; Fred W. Vondracek.

This scoring system was devised to provide a means for rating the content and intimacy of self-disclosures made during an informal interview. It deals with eight content categories: Family, Friends, Self, Transgressions, Evaluation of Own Performance, Expressions of Feeling, Activities, and Tastes and Attitudes.

Recognition Assessment-Empathy by Geoffrey B. Gunn, Jordan R. Hill, and Bernard F. Gelfand; c1975; Grades 9-16 and Adults; Learning Designs, Inc., Canada.

This instrument was developed to assess the helping person's capacity to recognize appropriate empathic responses. It consists of 20 statements each of which expresses the need for help. Each statement is accompanied by four helper responses which represent various levels of empathy. The respondent is asked to select the most helpful response from the four listed.

Safran Student's Interest Inventory: Revised Edition by Carl Safran; c1969-76; Grades 8-12; Thomas Nelson and Sons, Ltd., Canada.

This inventory is designed to measure students' preferences within seven occupational areas: Economic, Technical, Outdoor, Service, Humane, Artistic, and Scientific.

Seeking of Noetic Goals Test (SONG) by James C. Crumbaugh; c1977; Adults; Psychometric Affiliates.

This attitude scale is designed to measure the strength of motivation to find meaning and purpose in life. It is intended to serve as a complementary scale to the *Purpose in Life Test.*

Sex Bias Questionnaire by Myra Sadker; c1972; Adults; Myra Sadker.

This questionnaire provides a gross assessment of the degree of sex bias existing in a school or school system. There is one form for teachers and one for administrators, each composed of ten items.

Simon-Ward Worry Questionnaire Scales by Allen Simon and L.O. Ward; Not Dated; Ages 12-15; L.O. Ward, Australia.

Designed to elicit information on children's worries, the measure consists of two questionnaires. One deals primarily with frequency of worry while the other is concerned with intensity of worry. Both questionnaires consist of the same 100 items, which are classified into one of eight categories of worry: family, school, economic, social, personal adequacy, personal health, animal, and imagination.

Situational Locus of Responsibility Inventory by Stuart L. Rubner; Not Dated; Grades 7-12; Stuart L. Rubner.

Designed to measure locus of control, this inventory was developed to permit examination of the situational multidimensionality of the I-E construct. The inventory consists of three 24-item scales: Family, School, Friends. The student responds to each item by indicating first whether the experience described is "within" or "beyond" his control, and then how much within or beyond his control it is.

Strength Deployment Inventory: 1977 Revision by Elias H. Porter and Sara E. Maloney; c1973-77; Adults; Personal Strengths Assessment Service.

Based on Frommian theory, this inventory is designed to assess the strengths and weaknesses an individual manifests in relating to others under two kinds of conditions: when everything is going well in the relationship, and when faced with conflict and opposition. The patterns of the individual's behavior can be characterized as Altruistic-Nurturing, Asserting-Directing, or Analytic-Autonomizing. The inventory is intended primarily for use in human relations training.

• *Teacher's Ratings of "Masculine" Behavior* by Donald K. Freedheim; Not Dated; Ages 7-11; Donald K. Freedheim.

The scale consists of 16 items, eight of which are scored for masculinity. The items define general independence and assertiveness and need not be characterized as masculine. Four items may be used to judge adjustment in school, and two items are neutral.

Transactional Analysis Scale by Charles E. Schaefer; circa 1976; Adults; Charles E. Schaefer.

Based on the *Adjective Check List,* this scale was developed to assess the positive and negative aspects of the three ego states that are the basis of the personality theory of Transactional Analysis. These are: Self-Enhancing Parent, Self-

Depreciating Parent, Rational Adult, Irrational Adult, Positive Child, and Difficult Child.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

• *Basic Motor Fitness Test* by Donald R. Hilsendager; Not Dated; Ages 4-25; Donald R. Hilsendager.

The test was developed to evaluate the motor performance of emotionally handicapped children. It is in two parts. Level I includes items that are scored on a pass-fail basis for the determination of motor skills typically attained by normal children through five years of age and provide a continuum reflecting such development. Level II includes items that are scored on a continuum and are based on the assumption of generality of physical performance.

• *Behavior Characteristics Progression* (BCP); c1973; Preschool-Grade 12; VORT Corporation.

Part of Santa Cruz County's Special Education Management Project, this observational device is intended to serve as a guide to special educators. It is a nonstandarized continuum of behaviors in chart or booklet form, consisting of 2400 observable traits referred to as behavioral characteristics. These characteristics are grouped into 59 behavioral strands. The BCP has identifying behaviors describing some of the handicapping behaviors that mentally, behaviorally, and physically exceptional children might display in each of the behavioral strands. These identifying behaviors assist the teacher in focusing on the basic need areas of the pupil and determining priorities of learner objectives.

• *Brekken-Drouin Developmental Spotcheck* by Linda Brekken and Chris Drouin; Not Dated; Birth-5 Years; Children's Developmental Services.

This observational device provides a means of assessing the child's developmental level within the natural classroom environment. It is divided into the developmental areas of gross motor, perceptual motor, fine motor, language, and social skills. The Spotcheck is intended to serve three major purposes: screening to identify children with developmental difficulties; facilitating the referral process by the specification of strength and problem areas; and aiding in the planning of educational goals and the monitoring of subsequent progress based on the pattern of developmental abilities. Both an infant and a preschool form of the instrument are available.

Career and Marriage Plans Questionnaire by Dana Williams and Michael King; Not Dated; Adults; Dana Williams.

This 16-item questionnaire is designed to elicit information concerning a woman's marriage and career plans. It assesses two general factors: the first reflects the importance the woman attaches to a career; the second reflects the degree of concern with traditional plans regarding marriage, children, and male perceptions of women's roles.

Career Development Inventory: Adult Form I by Donald E. Super, Robin S. Zelkowitz, and Albert S. Thompson; c1975; Adults; Donald E. Super.

This objectively scored, self-administered questionnaire is designed to measure the vocational maturity of adults by focusing on their awareness of and concern with the career development tasks of the various relevant life stages. It yields scores for four scales—one for each of the vocational life stages: Exploration (about ages 14-25), Establishment (about 25-45), Maintenance (about 45-60), and Decline (about 60 on).

• *Child Task/Social Relations Competence Scale* by George Thomas; 1972; Grades 3-12; Regional Institute of Social Welfare Research.

The scale was designed to measure the task and social relations competence of institutionalized children. It is composed of five subscales: Task, School Mate, Cottage Mate, Teacher, and Cottage Parent. The child responds to each of 46 statements by indicating if it is "Like Me" or "Not Like Me." A form of the scale that has been modified for classroom administration is also available.

• *Child's Room Contents Checklist* by Harriet L. Rheingold and Kaye V. Cook; 1975; Birth-5 Years; Harriet L. Rheingold.

This device was developed for use in an investigation of differences in parental behavior towards boys and girls as evidenced in the furnishings and contents of their child's room. The checklist provides for the classification of the room's contents into 13 classes: animal furnishings, books, dolls, educational-art materials, floral furnishings, furniture, musical objects, "ruffles," spatial-temporal objects, sports equipment, stuffed animals, and toy animals.

Community-Orientedness Scale by George Thomas; 1972; Adults; Regional Institute of Social Welfare Research.

This 12-item scale is designed to measure the degree to which institutional child care staff prefer to work in and with the community versus the degree to which they prefer to work in isolation from it.

Continuing Education Pre-Counseling Inventory by Stuart L. Rubner and Donald A. Sedlak; c1977; Adults; Stuart L. Rubner.

This inventory is designed to elicit information regarding a person's experiences with and attitudes toward continuing education which might facilitate the counseling process.

Diagnostic-Developmental Monitoring System by William Fowler and Nasim Khan; 1975; 6 Months-6 Years; William Fowler.

The system provides a method for periodically assessing young children's characteristic ways of doing things and aspects of personality and cognitive processes considered significant for coping and development. It also enables the assessment of caregivers' skills in facilitating development of such characteristics. Processes are classified into eight categories: cognitive style, motivations, object relations, social relations with adults, social relations with peers, representational rules, locomotor skills, and the child's physical state.

• *Differential Environmental Process Variable (DEPVAR) Scale* by Harry Mosychuk; 1969; Ages 8-12; Harry Mosychuk.

This structured interview is intended to examine the home environment in terms of dynamic processes as identified by the following ten variables: academic and vocational aspirations and expectations of parents; knowledge of and interest in child's intellectual and academic development; material and organizational opportunities for the use and development of language; quality of language in the home; female dominance in child rearing; planfulness, purposefulness, and harmony in the home; dependency fostering—overprotection; authoritarian home; interaction with physical environment; opportunity for and emphasis on initiating and carrying through tasks. These variables produce four distinct factors: Aspiration—Planfulness—Harmony; Authoritarian—Overprotective; Activity—Environmental Interaction; and Female—Language.

• *Ecological Assessment of Child Problem Behavior* by Robert G. Wahler, Alvin E. House, and Edward E. Stambaugh; c1976; Ages 4-14; Pergamon Press.

This structured observation procedure is intended for use in both home and school settings. It is comprised of six social-event (stimulus) categories and 19 child-behavior (response) categories. Two of the social-event categories deal with adult behaviors that appear to be significant antecedents of child problem behaviors. The remaining four social-event categories describe frequent consequences of deviant and normal child behavior. The 19 child-behavior categories are grouped into five classes of behavior: compliance—opposition, autistic, play, work, and social.

• *Environmental Standards Profile* by William Fowler and Karen Ogston; 1975; Birth-6 Years; William Fowler.

This series of five rating scales in profile format provides for the assessment of environmental quality in preschool environments such as day-care centers or nursery schools. The profiles examine physical environment, adult social structure and socioemotional environment, structure of children's socioemotional environment, cognitive stimulation program, and variety of toys and equipment.

• *Fargo Preschool Screening Test;* circa 1975; Age 4; Fargo Public Schools.

Developed as part of the Pre-Kindergarten Prescriptive Teaching Program for Learning Disabled Children, the test is intended to identify preschool children with potential learning problems. It covers the following areas: Associative Skills, Math Concepts, Memory Skills, Motor Skills, Sensory Skills, and Social Responsiveness.

• *Fehrenbach Language Concept Test* by Alice R. Fehrenbach; c1974; Open Range; Alice R. Fehrenbach.

The test is designed to locate areas of misunderstanding and misconception in communication. It consists of 20 sentence stems, which the examinee completes. Responses measure inability to abstract, inability to see relationship between a noun and its relative pronoun, and inability to note the separateness of two pronouns of opposite gender when used in the same sentence stem.

Harrington/O'Shea System for Career Decision-Making (CDM) by Thomas F. Harrington and Arthur O'Shea; c1976; Grades 9-12; Interpretive Scoring Systems.

The CDM system provides a framework for self-analysis of six areas critical to career decision making: occupational choices, school subjects, future education or training plans, job values clarification, and interests. The interest portion of the analysis comprises six scales: Crafts, Scientific, The Arts, Social, Business, and Clerical.

Important Considerations Survey (ICS) by Brian Burnham and Joseph Murphy; c1976; Grades 7-10; York County Board of Education, Canada.

An objective measure of moral reasoning power, this survey was derived from Kohlberg's cognitive-developmental theory or moral reasoning. It attempts to determine a student's level of moral reasoning along Kohlberg's continuum of moral maturity from stage one to stage six. The ICS is available in both an open-ended and a forced-choice format. Both formats present the student with four stories, each of which contains a moral dilemma. The student is asked to rate the various considerations that may precede decision making.

• *Interaction Rating Scale for Mothers and Deaf Children* by Hilde S. Schlesinger and Kathryn P. Meadow; Not Dated; Ages 2.5-9; Kathryn P. Meadow.

This scale was developed to evaluate videotaped scenarios of semistructured interaction between deaf children and their mothers. The scale is divided into five parts, dealing with mother's behavior during the scenario, child's behavior, reciprocal nature of mother-child interaction, personal response of the coders to the mother and child, and unique qualities of the interaction.

• *J-K Screening Test: Revised Edition* by Rosalie C. Johnson and Rose K. Kenney; c1970-73; Ages 5.5-6.5; J-K Screening Service.

This screening device is designed to identify children with learning problems that may interfere with their school performance. It consists of ten subtests: Number Concepts (counting objects, writing numerals), Visual-Motor Coordination, Discrimination of Form, Symbol Recognition, Spatial Relations,

Position in Space, Perceiving Relationships, Auditory Discrimination, Color Recognition, and Draw-A-Person.

Job Satisfaction Scale; 1972; Adults; Regional Institute of Social Welfare Research.

Designed for use with institutional child-care staff, this scale contains eight subscales: Relations with Supervisors, Relations with Associates, Financial Rewards, Investment in Job, Job Status, Career Orientation, Sense of Competence, and Physical/Mental Exertion.

• *KNI Developmental Scale* by Eldene Woellhof; 1965; Birth-5 Years; Kansas Neurological Institute.

The scale was developed to help estimate the mentally retarded child's level of functioning. The 80 items of the scale relate to four major areas of functioning: Socialization, Communication, Physical Development, and Self Help. They are separated into age-level intervals.

• *Laterality Checklist;* Not Dated (copyrighted); Children and Adults; Academic Therapy Publications.

The checklist is designed to determine the preferred (dominant or habitual) eye, hand, ear, or foot used for various activities. It is designed to be used by teachers, diagnosticians, remedial therapists, and others who work with children, adolescents, and adults with reading and learning problems.

• *Manual for Assessing Minor Physical Anomalies* by Mary F. Waldrop; Not Dated; Ages 2-12; Mary F. Waldrop.

This symptom checklist provides for the rating of a child on 18 minor physical anomalies which have been associated with problem behavior.

Minnesota Satisfactoriness Scales by Dennis L. Gibson, David J. Weiss, Rene V. Dawis, and Lloyd H. Lofquist; c1965-70; Adults; Vocational Psychology Research.

This 28-item scale is designed to assess the satisfactoriness of an individual as an employee. It is completed by the employee's supervisor and yields scores for Performance, Conformance, Dependability, Personal Adjustment, and General Satisfactoriness.

Motivation and Potential for Adoptive Parenthood Scale by Byron W. Lindholm and John Touliatos; c1977; Adults; Monitor.

The scale provides a means for recording and using the evaluation by caseworkers of persons who are seeking to adopt children. The 72 items are arranged into two subscales: Motivation and Potential. The Motivation subscale assesses positive reasons and lack of negative reasons for wanting to adopt. The Potential subscale assesses attitudes toward adoption and the natural parents of adopted children; acceptance and flexibility regarding the children that the applicants are willing to adopt; ability to use help; relationships with one's family, spouse, and friends; positive experiences with children; being able to enjoy and have a relationship with a child; being able to assume responsibility for others; and dealing with previous life situations.

Non-Sexist Vocational Card Sort by Cindy Rice Dewey; c1974-76; Grades 7-16 and Adults; NSVCS.

This process-oriented vocational exploration technique focuses on the criteria that individuals use in making vocational decisions and allows the limitations traditionally attributed to their sex or ethnic background to be confronted and worked through in the vocational counseling session. The instrument consists of 76 occupational categories that have been printed onto 3 x 5 cards and coded according to Holland's six occupational themes. The respondent is asked to sort the cards into one of three categories: Would Not Choose, In Question, and Might Choose. The ensuing discussion of the respondent's placement of the cards serves as the basis for the counseling session.

• *PPP Copying Test* by Eleanor L. Levine, Carol A. Fineman, and Genevieve Donlon; 1973; Ages 6-12; Eleanor L. Levine.

This test is intended to assess pure fine motor copying skills in an untimed task involving no memory function. The task may reveal reversals, orientations, and other indicators of perceptual motor dysfunction. It can be individually or group administered.

• *PPP Writing Test* by Eleanor L. Levine, Carol A. Fineman, and Genevieve M. Donlon; c1972; Ages 6-12; Eleanor L. Levine.

The test identifies the level of writing functioning a child has attained based solely on his near-point copying ability. The copying tasks progress developmentally from shapes and partial letters to a cursive sentence.

• *Parent Discipline Inventory* by Eric L. Dlugokinski; Not Dated; Ages 8-15; Eric L. Dlugokinski.

This inventory is designed to assess children's perceptions of maternal disciplinary style. It is cored for inductive responses to each of six peer-conflict situations. Induction refers to attempts at communicating to the child the consequences of his action for others and involves using reasoning to develop empathy or perception of the needs of others.

• *Parent-Infant Feeding Observation Scale* by Joy D. Osofsky and Barbara Danzger; 1972; Birth-4 Months; Joy D. Osofsky.

This observation rating scale is used to evaluate parent-infant interaction during feeding. The items evaluate quality and quantity of auditory, visual, and tactile stimulation by the mothers, and auditory, visual, and tactile behaviors and responses of the infants. The scale is used to rate behaviors during the newborn period and at six weeks of age.

• *Preschool Hand Chart;* 1964; Ages 3-5; Kansas Department of Health and Environment.

This test is used as a screening method for identifying children who need an eye examination. It resembles the Snellen test chart. However, it uses silhouettes of hands instead of letters. The silhouettes show the fingers of the hands pointing left, right, up, or down in a random arrangement so that the child reads the chart by identifying the direction in which the fingers of each hand point.

• *Pupil Rating of Teacher Scale* by Jack M. Thompson; Not Dated; Grades 3-12; Sonoma County Office of Education.

Pupils rate their teacher on nine teaching tasks using a five-point scale from "almost never" to "very often." The scale is based on the Stanford Teacher Competence Appraisal Guide, Secondary Education Project (1962-1963).

• *Rapid Developmental Screening Checklist* by the Committee on Children with Handicaps, American Academy of Pediatrics; 1972; 1 Month-5 Years; Margaret Giannini.

This 40-item checklist is a compilation of developmental landmarks matched against the age of the child. It includes items dealing with gross motor, fine motor, adaptive, verbal, and social landmarks. The items are in question form and may be checked "yes" or "no" by a physician or his aide, by direct observation.

Readiness for Ministry by David S. Schuller, Milo L. Brekke, Merton P. Strommen, and Daniel O. Aleshire; c1976-77; Adults; Association of Theological Schools.

This instrument package was developed to assess the degree to which a core set of characteristics determined to relate most significantly with ministry is present in senior seminarians about to enter contemporary ministries. The package consists of a casebook, a structured interview, and a process for field observation. The casebook presents approximately 35 cases, each of which describes a situation. The respondent must indicate what action he would take and why. The interview allows the respondent to determine the nature and depth of his own responses to each question. The field observation provides a means for observers to comment upon the seminarian's practice of ministry.

• *Riley Speech Disorder Scale* by Glyndon Riley and Jeanna Riley; c1974; Primary and Elementary Grades; Arden Press.

This checklist is designed to help parents, teachers, and other professional personnel to decide if a child should be referred to a speech pathologist. The items are arranged into four major areas of disorder: Articulation, Stuttering, Voice, and Language.

• *Sapir Developmental Scale and Profile* by Selma G. Sapir; c1968; Ages 4-7; Selma G. Sapir.

This experimental device is designed to single out high-risk children. It taps three major areas: Perceptual Motor (visual discrimination, visual memory, auditory discrimination, auditory memory), Bodily Schema (visual-motor-spatial, body image, directionality), and Language (orientation, vocabulary). Intended primarily as a teaching tool, it yields a developmental profile which enables a teacher to develop a teaching plan that will promote optimal growth.

Self Development Inventory for Multiple-Role Effectiveness by Leslie E. This; c1971; Adults; Development Publications.

The inventory is designed to assist the individual in assessing his effectiveness in each of three roles: as an individual, as a group member, and as an organization member. Twelve dimensions are listed for each role. The respondent rates himself and another person rates the respondent on each of the dimensions.

• *Singer-Brunk Figure Reproduction Test* by Robert N. Singer and Jason W. Brunk; circa 1967; Ages 7-12; Robert N. Singer.

The test is designed to measure problem-solving ability as represented by perceptual-motor activity. The task consists of a wooden board, 6 1/2 inches square, containing four rows and four columns of nails. Children are asked to replicate each of 14 geometric patterns using rubber bands.

• *Sociometric Inventory* by Hecht Lackey; 1972; Grades 3-12; Regional Institute of Social Welfare Research.

The inventory consists of four items requiring children to state their associational preferences in performing task and social functions with other children.

Staff Decision-Making Questionnaire by George Thomas; 1972; Adults; Regional Institute of Social Welfare Research.

This questionnaire was designed to assess the decision-making structure in children's institutions. It is composed of three parts: Daily Life Decision Making, Discipline, and Rewards. The instrument yields two primary estimates of an institution's decision-making structure reflecting the degree of centralization of final authority and the spread of involvement across various staff levels in the decision-making process.

• *Staten Island Behavior Scale* by Wallace Mandell, Allan Cooper, and Richard M. Silberstein; c1963; Ages 1-16; Wallace Mandell.

This comprehensive scale of 295 items was developed to describe a child's behavior at a specific moment. The items can be grouped to indicate shifts in broad patterns of functioning or changes in specific behaviors. The scale can also be used as a screening device to identify children who might require special help.

• *Student Disability Survey* by Harold F. Burks; c1975; Grades 1-6; Arden Press.

This behavior rating scale is intended to screen pupils who require assistance beyond the resources available in the regular classroom. It identifies five major areas of concern: Poor

Academics, Poor Intellectuality, Poor Attention, Poor Classroom Involvement, and Excessive Aggressiveness. The scale should only be used as a preliminary device for identifying children with particular problems.

• *T.M.R. School Competency Scales* by Samuel Levine, Freeman F. Elzey, Paul Thormahlen, and Leo F. Cain; c1976; Ages 5-17 and Above; Consulting Psychologists Press.

The scales provide an evaluation of the current status of the T.M.R. student within five areas of school-related behaviors: Perceptual-Motor, Initiative-Responsibility, Cognition, Personal-Social, and Language. Separate scales are provided for each of five age groups: 5-7, 8-10, 11-13, 14-16, and 17 years and over.

• *Teacher's Checklist on Learning Disabilities;* Not Dated; Grades 1 and Above; Academic Therapy Publications.

This observational checklist is a list of significant signs in reading, spelling, math, handwriting, and behavior that suggest a need for a full evaluation.

• *Test of Directional Skills* by Graham M. Sterritt; c1971-73; Ages 3-7; Research Materials for Child Development.

The test measures three spatial orientation abilities prerequisite to learning to read: orienting to the beginning of a sentence or block of text, tracking words from left to right, and tracking lines of text from top to bottom. It consists of 12 cards bearing one to four lines of printing in primary-size type.

Announcements Received

Descriptive Tests of Language Skills; c1977; Grade 13; Educational Testing Service for the College Entrance Examination Board.

This comprehensive series of English tests is intended to aid in the placement of freshmen students and in the planning of appropriate courses of study. It assesses students' competency in the following skill areas: Reading Comprehension, Logical Relationships, Vocabulary (synonyms), Usage, Sentence Structure, Finding Information, Typographic Conventions, Deriving Meaning from Context, Word Attack Skills, Recognizing Meaning, and Effectiveness of Expression.

• *Developing Oral Language with Young Children* by John F. Murphy and Charles A. O'Donnell; c1975; Open Range; Educators Publishing Service, Inc.

This observation instrument enables the parent or teacher to assess the child's language acquisition by component part. The inventory asks the teacher or parent to respond to questions about the child's abilities and then list the child's weaknesses and strengths within that area.

• *Developmental Activities Screening Inventory* by Rebecca F. DuBose and Mary Beth Langley; c1977; 6-60 Months; Teaching Resources Corporation.

This screening measure is intended for use with children with handicaps as well as nonhandicapped children with a developmental delay. The test is nonverbal and requires the child to perform a variety of tasks. It covers the following areas: fine motor coordination, cause and effect, means-end relationship, association, number concepts, size discrimination, and seriation.

• *Guide to the Child's Learning Skills* by D. H. Stott; c1976; Open Range; D. H. Stott, Canada.

This screening device is intended to provide for the systematic observation of learning behaviors as it relates to poor learning habits. The teacher is asked to respond to 16 questions concerning the child's classroom behavior and nine questions regarding any physical or family problems.

• *Learning Accomplishment Profile* by Anne R. Sanford; c1974; 1 Month-6 Years; Kaplan School Supply Corporation.

The Profile serves as an aid in determining a child's present educational level for the development of an individualized education program. The checklist covers the following areas: Gross Motor, Fine Motor, Social, Self-Help, Cognitive, and Language.

• *Learning Assistance Inventory* by Annabelle Markoff; Kindergarten-Grade 6; Urban Education Press.

This diagnostic instrument assesses children's skills in four areas: Affective, Physical, Language, and Math. A Spanish edition of the Primary Form (K-3) is available.

• *Peabody Developmental Motor Scales* by Rhonda Folio and Rebecca F. DuBose; c1974; Birth-7 Years; IMRD, George Peabody College

The scales are intended to evaluate a child's gross and fine motor skills in relation to adaptive capacities. The child performs various motor tasks and is scored on his ability to perform the task independently on a 5-point criterion scale.

• *Portage Guide to Early Education* by Susan M. Blume, Alma H. Frohman, Jean M. Hilliard, and Marsha S. Shearer; c1976; Birth-6 Years; CSEA 12, Portage Project.

This checklist contains 580 developmentally sequenced behaviors within the following areas: Infant Stimulation, Socialization, Self-Help, Language, Cognition, and Motor. It is intended to serve as a guide to persons who need to assess a child's behavior and plan realistic curriculum goals.

• *Program for Preschool Visually Impaired Children Developmental Checklist* by Rochelle Rosenthal; Not Dated; Birth-5 Years; CONNECT.

This checklist is designed to assess the visually impaired child's functioning in the following areas: Gross Motor, Fine Motor, Perceptual, Conceptual, Social, Emotional, Communication, Self-Care, and Visual. The items are sequenced according to the developmental age at which they occur in normal children.

• *Richmond Tests of Basic Skills* by A. N. Hieronymus, E. F. Lindquist, and Norman France; Ages 8-14; Thomas Nelson and Sons, Ltd., England.

This series of tests provides information on children's progress in five areas vital to every curriculum: Vocabulary, Reading Comprehension, Language Skills (spelling, use of capital letters, punctuation, usage), Study Skills (map reading, reading graphs and tables, knowledge and use of reference materials), and Mathematics (concepts, problem solving).

• *Scale of Effectiveness Motivation* by D. H. Stott and J. D. Sharp; c1973; Ages 3-5; D. H. Stott, Canada.

This observational instrument is designed to assess the strength of a young child's effectiveness motivation. The teacher observes the child's behavior and chooses the statement within each of 11 areas that is most descriptive of that behavior.

• *Sequenced Inventory of Communication Development* by Annette R. Tobin, Dona Lea Hedrick, and Elizabeth M. Prather; c1975; Ages 4 Months-4 Years; University of Washington Press.

This test is designed to assess the expressive and receptive communication abilities of young children. The child responds physically and verbally to the examiner's questions. Items are sequenced so that failure on an item indicates a remediation program. The test was originally developed for use with both normal and mentally retarded children. A variety of props are used in the administration of the inventory.

• *Wide-Span Reading Test* by Alan Brimer; Ages 7-15; Thomas Nelson and Sons Ltd., England.

This sentence reading test can be individually or group administered. It is designed to measure skills in decoding printed symbols into meaningful sounds of language, fitting meanings to groups of sounds, and construing the structural relationship of meanings within the context of a sentence.

• *Yardsticks;* c1977; Ages 6-12; Thomas Nelson and Sons Ltd., England.

This series of criterion-referenced tests enables teachers to systematically check their pupils' progress in mathematics. There are six separate levels in the series, corresponding to the first six levels of mathematics teaching. Each level is accompanied by a management guide that discusses the philosophy, administration, and use of the test and contains a comprehensive list of objectives for that level.

Test Reviews

Self-Directed Search; Consulting Psychologists Press.

Reviewed by Catherine C. Cutts, Counselor, South Granville High School, in *Measurement and Evaluation in Guidance*, July 1977, Vol. 10, No. 2, 117-120.

Self-Directed Search; Consulting Psychologists Press.

Reviewed by Robert Dolliver, Department of Psychology, and Robert Hansen, Program Coordinator, University of Missouri, in *Measurement and Evaluation in Guidance*, July 1977, Vol. 10, No. 2, 120-123.

Standardized Road-Map Test of Direction Sense; Academic Therapy Publications.

Reviewed by Alan Krichev, Lakehead Board of Education, in *Psychology in the Schools*, April 1977, Vol. 14, No. 2, 247-248.

World of Work Inventory; Interpretive Scoring Systems.

Reviewed by Don C. Locke, Guidance and Personnel Services, North Carolina State University, in *Measurement and Evaluation in Guidance*, April 1977, Vol. 10, No. 1, 62-64.

New References

Backer, Thomas E. *A Directory of Information on Tests.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1977. TM Report 62, Pp. 42.

This monograph provides a directory of books, other print materials, and information systems that may be useful in obtaining test-related information. Strategies for using what is described in the directory and methods for evaluating the accuracy and quality of the information retrieved are also discussed.

Hahn, Christine T. *Measuring Attitudes Toward Reading: An Annotated ERIC Bibliography.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, June 1977. Pp. 15.

This bibliography was compiled to provide access to information concerning various tests and procedures used to evaluate students' attitudes toward reading.

• Henriques, Maureen, Editor. *Head Start Test Collection: Measures of Social Skills.* Princeton, New Jersey: Educational Testing Service, May 1977. Pp. 12.

This annotated bibliography deals with a variety of measures of social skills appropriate for use with children from the preschool level through the third grade. It focuses on measures of those personal or interpersonal skills necessary for accepted and expected social behavior including skills related to situational adjustment, interpersonal relationships, emotional stability, personal evolution, and basic personal concerns.

Law, Alexander I. *Evaluating Bilingual Programs.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, April 1977. TM Report 61.

This paper is intended to offer guidance to persons who are undertaking the evaluation of a bilingual program. Reporting requirements of the various federal and state funding agencies are discussed. The bilingual-bicultural program structure is defined so the evaluator can see the interplay of program prototypes, student language facility, and instructional approach. Finally, the evaluation process is explained in terms of evaluation models, evaluation design, and instrumentation.

• Rosen, Pamela, Editor. *Head Start Test Collection: Tests for Spanish-Speaking Children.* Princeton, New Jersey: Educational Testing Service, July 1977. Pp. 12.

This annotated bibliography lists currently available instruments that might be used with Spanish-speaking children from the preschool level to the third grade. It does not focus on any one subject area, but includes descriptions of measures of achievement, aptitude, and attitude among others.

Tongue, Cornelia and Sperling, Charmain. *Gifted and Talented: An Identification Model.* Raleigh, North Carolina: Department of Public Instruction, 1976. Pp. 59.

This paper describes the efforts of three members of a ten-state Gifted and Talented Project to develop a model that would aid local school personnel in identifying gifted and talented children from diverse backgrounds. Sample checklists, rating scales, and student profiles are provided in the appendices.

Vollbrecht, Michele T. *Grade Equivalent Scores: An Annotated Bibliography.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1977. Pp. 11.

This bibliography was compiled to provide access to research and discussions of the use and misuse of grade equivalent scores.

Wildemuth, Barbara M. *Mastery Learning and Testing: An Annotated Bibliography.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, February 1977. Pp. 58.

This bibliography was compiled to bring together the relevant literature on "Mastery Learning" and "Mastery Tests" included in the ERIC data base before those terms were added to the *ERIC Thesaurus.*

Competency Tests and Graduation Requirements. Reston, Virginia: National Association of Secondary School Principals, 1976. Pp. v + 69.

This monograph explores the use of a variety of specific competency tests that measure skill achievement required for high school graduation. Competency requirements set by states and local districts as of 1976 are presented, and design and use of competency tests is discussed briefly. Illustrations of competency tests now being used by local school districts and certain states are provided.

The Identification of Academic, Creative and Leadership Talent from Biographical Data, Final Report. Raleigh, North Carolina: Department of Public Instruction, 1974. Pp. 62.

This study describes efforts to improve the identification procedures in academic achievement, leadership ability, and creativity in art and music and to examine the characteristics of biographical data as a basis for reducing racial and other biases in the selection of gifted students for specialized training.

• *Test Analyses: Screening and Verification Instruments for Preschool Children, Volume II.* Harrisburg, Pennsylvania: CONNECT, 1977.

This is the second volume in a series that was developed to enable local program personnel to determine the appropriateness of a test in relation to a specific child. The series presents detailed descriptions of tests that might be useful in screening a preschool child for a possible handicap, verifying the existence of a specific handicap, and evaluating a child for educational competencies in preparation for the development of an individual educational program.

Notes

Beginning in the fall of 1977, the Graduate Record Examinations Aptitude Test will include a section designed to measure analytical aptitude. This new section will include analysis of explanations, logical diagrams, and analytical reasoning questions. Three separate scores will be reported for the GRE: verbal, quantitative, and analytical.

Educational Testing Service, in collaboration with the National Board of Medical Examiners and a consortium of 13 medical schools, has initiated a project to develop a medical college admissions test that will measure skills in diagnostic problem-solving and interpersonal relationships. These paper and pencil tests will simulate the activities of a physician in interviewing a patient, taking a medical history, planning a physical examination, and ordering laboratory tests.

New Publishers

Regional Institute of Social Welfare Research, Inc.
468 N. Milledge Avenue
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Research Materials for Child Development
560 South Corona
Denver, Colorado 80209

Resources and the Retarded
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Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

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Issues of the 1977 *Bulletin* are still available. Copies can be obtained for fifty cents ($.50) each as long as the supply lasts. Address requests for copies to the *Test Collection Bulletin*, Educational Testing Service, Princeton, New Jersey 08540.

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